DOCUMENT RESUME

ED 456 521 EA 031 194

AUTHOR	Howard, Marilyn
TITLE	Goals 2000: Educate America Act, Title III. Fifth Annual Report, 2000.
INSTITUTION	Idaho State Dept. of Education, Boise.
PUB DATE	2001-01-00
NOTE	146p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Achievement Tests; Annual Reports; Educational Administration; *Educational Assessment; *Educational Development; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Postsecondary Education; *State Action; State Boards of Education; State Departments of Education; State Standards; Statewide Planning
IDENTIFIERS	Educational Indicators; *Idaho

ABSTRACT

Idaho has made substantial progress carrying out its State School Improvement Plan under the direction of the Idaho State Board of Education and the Idaho State Department of Education, and with funding under the Goals 2000: Educate America Act. Three major areas of accomplishment provide the basis for continuing improvement activities. The first area is the revision and implementation of the Idaho Statewide Strategic Plan to create a "seamless" education system involving public elementary and secondary education, the State Department of Education, professional-technical education, higher education, and Idaho Public Broadcasting. The second area includes expansion and strengthening of the State Testing Program, a result of which is the creation of achievement standards for each grade level indicating sequentially based expectations of student achievement along with appropriate grade-level indicators of student knowledge. The third area involves development and implementation of state achievement standards whose first phase, the "Skill-Based Curriculum Project," is now complete. The state board is currently in the process of hiring an assessment specialist consultant whose primary goal is to develop a statewide assessment program for the K-12 public-school system. Appendixes A and B list subgrant awardee project summaries for fiscal years 1998 and 1999, respectively. (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

EA

ED 456 521

Goals 2000: Educate America Act
Title III

Fifth Annual Report
2000

Idaho State Department of Education

January 2001

Dr. Marilyn Howard
Idaho State Superintendent of Public Instruction

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

EA031194

Idaho Department of Education
Goals 2000: Educate America Act
Fifth Annual Report
2000

January 2001

Under the direction of the Idaho State Board of Education and the Idaho State Department of Education, and with the assistance of prior funding under the Goals 2000: Educate America Act, Idaho has made substantial progress carrying out its State School Improvement Plan. Three major areas of accomplishment stand out and provide the basis for Idaho's proposed continuing improvement activities:

1. Revision and Implementation of the Idaho Statewide Strategic Plan
2. Expansion and Strengthening of the State Testing Program
3. Development and Implementation of State Achievement Standards

Additional detail concerning each of these achievements is presented in the sections below.

1. Revision and Implementation of the Idaho Statewide Strategic Plan

In 2000, the Idaho State Board of Education adopted its statewide strategic plan, *The 2000-2005 Idaho State Board of Education Statewide Strategic Plan.* The vision of the plan is to create a "seamless" education system involving each of the entities supervised by the Board: public elementary and secondary education, the State Department of Education, Professional-Technical Education, Higher Education, and Idaho Public Broadcasting.

The goal is for these agencies and institutions to collaborate and provide educational programs and services that are **high quality, accessible, relevant** and **efficient**. The plan can be obtained by going to the following url: http://www.sde.state.id.us/osbe/straPlan.htm

The State Department of Education has developed a complimentary plan, the Department's *Strategic Plan for 1995-1999: Direction for the Next Century.* The Department's plan is revisited annually and guides the agency in implementation of the goals contained in the State Board of Education's Strategic Plan. A new five-year Strategic Plan for 2001-2005 is being developed. The 2001-2005 Strategic Plan will replace the current plan, and is scheduled for adoption in 2001.

2. Expansion and Strengthening of the State Testing Program

A result of the new skills-based curriculum project is the creation of achievement standards for each grade level indicating sequentially based expectations of student achievement along with appropriate grade level indicators of student knowledge. To assist in collecting baseline data, the statewide testing program has been enhanced in the area of standardized testing to encompass grades three through eleven. Additionally, the state Direct Writing Assessment is given in grades four, eight, and eleven, and the state Direct Math Assessment is given in grades four and eight with plans to extend to grade 11. These assessments are no longer an option for participation, but a requirement. Baseline data was collected for all assessments during school year 1995-96 and has continued annually with standardized testing in October and direct assessments in late January and early February.

The Idaho Reading Indicator (IRI) has been developed to test student reading skills. A Spanish version is being piloted during the 2000-2001 school year. The IRI is given to all students in kindergarten and grades one through three at least twice a year. Baseline data was collected during the 1999-2000 school year and has continued annually.

3. Development and Implementation of State Achievement Standards

In January of 1996, as a part of implementing the state's school improvement plan, Idaho began to articulate what students are expected to achieve at each grade level and to communicate that in written documents for use by teachers, parents, and patrons. The State Department of Education began developing skills-based curriculum guides in all curricular areas. The first phase of the "Skills-Based Curriculum Project" is now complete. Guides for grades kindergarten through six have been developed and made available to districts. The guides were developed as a scope and sequence document organized around a list of skills that are to be learned at a factual, applied/analysis, or synthesis/evaluation level. They include suggested tests of student knowledge for each skill at each grade level in every subject.

Under the rules identified in the State Board of Education's *Rules and Regulations,* Idaho schools are required to assure that all students meet minimum state achievement standards or that the students meet more challenging locally developed standards. Further, the rules require all high school seniors beginning with the graduating class of 2005 meet the state's achievement standards as a requirement for high school graduation. State standards establish minimum levels of achievement, and local school districts are allowed to establish more rigorous exiting standards. The State Board is currently in the process of hiring an Assessment Specialist Consultant whose primary goal is to develop, with the assistance of the Assessment and Accountability Commission, a statewide assessment program for the public school system (K-12).

The State Board of Education appointed an Achievement Standards Commission, and committees were formed for each of the standard content areas. The Idaho State Board of Education has approved achievement standards for grades 9-12 in the core content areas of Math, Social Studies, Science, Language Arts, and Health. These standards were approved by the Idaho Legislature in April, 2000 and became effective on July 1, 2000. The Idaho State Board of Education has approved draft II of the achievement standards for grades K-8 in the content areas of Health, Language Arts/Communications, Math, Science, and Social Studies as well as draft II of the achievement standards for grades 9-12 in the Humanities content area. These standards will go to the State Legislature for approval in January, 2001. The standards can be seen at the following url: http://www.sde.state.id.us/osbe/exstand.htm

Funding

Goals 2000 funding from FY 1998 provided twenty-one sub-grants totaling $1,714,329 to twenty-five Idaho public school districts. Sub-grant awards ranged from $35,897 to $100,000 and averaged $81,635. Summaries of the final reports for these FY 1998 sub-grants are contained in Appendix A.

Goals 2000 funding from FY 1999 provided nineteen sub-grants totaling $1,718,966 to twenty-two Idaho public school districts. Sub-grants ranged from $43,197 to $150,000 and averaged $90,472. Summaries of the interim reports for these FY 1999 sub-grants are contained in Appendix B.

Results

Gains in student achievement, professional development activities, school-business partnerships, parental involvement, and community and public engagement activities noted during the reporting period are summarized in Appendices A and B.

Infrastructure

The State Department of Education is in the process of conducting an alignment of curriculum, instruction, and assessment of the state achievement standards. As part of this work, the State Department of Education provides technical assistance to individual schools to support their alignment efforts. Additionally, the Idaho State Department of Education is completely restructuring the school accreditation process to focus on thoroughness, accountability, and student achievement. Also, Idaho has received a grant under the Comprehensive School Reform Demonstration Program to support eight schools' reform efforts.

Idaho also funds five regional advisors to facilitate communication with the State Department of Education, local training, and the integration of technology into the curriculum. These advisors assist the administration of state and private grants at the local level, as well as recommending possible solutions to technological and curriculum questions and problems.

Technology Funding in School Improvement Efforts

Idaho is using federal, state, and private technology funding to more fully integrate technology into the curriculum. This effort includes (a) purchases of up-to-date hardware and software, (b) professional development in technology for faculty, staff, and administration, (c) wiring school buildings and classrooms for Internet connections, and (d) specific projects aimed at the integration of technology into the curriculum.

The bulk of Goals 2000 grant funding has been awarded to small, rural school districts. As summarized in Appendix A: Subgrant Awardee Project Summaries, some of these funds have supported specific projects aimed at reforming local education and integrating technology into the curriculum. Other funds have gone for training and professional development to teach teachers to use the technological tools provided in these grants to effectively support their curriculua as a teaching and learning tool.

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
Kuna Joint School District	#3	*United Partnerships for Gathering Resources And Developing Educational Integrated Technologies (UPGRADE-IT)*	Groups of students at Kuna High School, Kuna Jr. High and Ross Elementary (5-6 grade school) have been trained in the use of tools software, telecommunications, web page design, basic troubleshooting, the use of digital cameras, scanners, and other peripherals, throughout a semester long class. As part of the class the students have teamed with a partner teacher for the purpose of enhancing a curricular unit with technology. The student and teacher met several times to determine how the technology was to be integrated and what type of technology related projects were to be required as an evaluation of student understanding of the curriculum. The UPGRADE-IT student then taught the students in the class how to use the software and the teacher evaluated the class based on the curricular goals. This project has provided an exciting way to train 240 UPGRADE-IT students, and helped more than 240 teachers with technology integration.	Hardware and software were purchased over the summer of 1999 and were installed before students arrived for their first day of school. The students have received instruction in various software programs and tools and have practiced those skills. The UPGRADE-IT students from the 1999 - 2000 school year have completed their projects and are now a valuable asset to our district. The current UPGRADE-IT students are now meeting with their partner teachers and planning their projects. One hundred forty UPGRADE-IT students taught or assisted a teacher in a technology integrated lesson plan by the end the 1999 - 2000 school year. During the 2000 – 2001 school year there will be 100 more students in the program. Currently sixty students are involved in the program.	The project has had a tremendous impact on our school district. By the end of this year 240 students will have received intense training of software and peripherals and have shared their knowledge with others. With every UPGRADE-IT student teaching technical skills to their classmates, nearly every student in grades five to twelve has felt the impact of this program. **Hardware-** The impact has been greatly felt at Ross Elementary. Eight workstations were added to the two workstations in the library, which created a mini lab for individual students, teachers, and classes to use. Before the computers were installed in the library there was no lab available for use. Now teachers are signing up their classes to use the lab in the library and are able to use the laptop and projector to teach computer skills while students are working at the computer. This has allowed for a more efficient use of time and an increased use of technology. During the 1999 - 2000 school year the classrooms contained computers with older software and there were only two to four in each room. The lab greatly increased computer use in the school. Teachers and students are also getting a lot of use out of the digital camera and scanner as well. The writable CD Rom has made it possible to create and distribute an electronic yearbook and student portfolios. The equipment at the Jr. High School has added	The project has had a large effect on the amount and quality of the technology related knowledge teachers and students have in the district. Two hundred students equally distributed from the High School, Jr. High, and from Ross Elementary have received intensive training in the use of many software programs, the Internet, E-mail, scanners, digital camera, quick cam and much more. The program is continuing during the 2000 – 2001school year with one hundred more students involved in the program. Although the funds for the program will not continue, the district is committed to continue the program for several years to come. The Ross UPGRADE-IT students have trained at least eighty percent of the students at Ross Elementary in how to log in and use e-mail as well as how to use PowerPoint to create dynamic reports and presentations. The UPGRADE-IT students at Ross have also trained ninety percent of the teachers at Ross in the use of PowerPoint and peripheral equipment. They have implemented several technology-integrated lessons using a variety of software. The students have assisted in installing software and connecting equipment as well as troubleshooting. The teachers have also received assistance in technology lesson integration from the UPGRADE-IT students.	$100,000	$99,941.74

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					a new dimension to activities and routines. Students and teachers throughout the day are using the workstations, laptops, and equipment. Students are working on projects before school, during lunch, and after school. The hardware at the High School was put into a computer lab and is used all day long. The hardware and software updated the lab and dramatically increased its capabilities. **Software-** Many publications have been created with the software purchased for the grant. Students and teachers have created posters, flyers, assignments, web pages, school newspapers, and much more. Presentations have been created to report, and to teach a number of concepts. Presentations were created for assemblies and meetings. The software purchased inspired the district to update the software in all locations and allowed greater access to all. **Connectivity-** The buildings in our district had Internet connectivity before this grant was written, but the grant still has had impact in this area. We now have more computers available for students to use for Internet and e-mail. The additional computers also made it more viable to save on the server. Students and teachers are able to do their work on the UPGRADE-IT computers and save on the server and then retrieve their work in any classroom as needed. **Professional Development-** A large part of this grant is geared toward teachers	The UPGRADE-IT students at Kuna Junior High School have accomplished a great deal. Each of the students in the class has assisted a teacher with a technology-integrated lesson. The lessons were given in all curricular areas and at least ninety percent of the students and teachers at the Jr. high school learned new skills in technology. Teachers now have lessons and materials that they may use time and time again. The grant made it possible for a publishing class to be offered at the Jr. high. The students in the publishing class created the first school newspaper published at the Jr. high. They continue to create and distribute the newspaper monthly. The publishing class also creates publications for teachers and businesses in the community. The UPGRADE-IT students at Kuna High School completed their lessons and projects and worked with more than fifty percent of the teachers and students. The number of teacher web pages and all other areas of technology use have increased. Teachers now have qualified students that they can rely on to assist with technology projects in the classroom. The students will and have taken their skills out into the work force.		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					learning technology skills from students and this has and is taking place in all of the three schools involved. Every UPGRADE-IT student has taught or will teach technology skills to at least one teacher. The student and the teacher have also created a technology-integrated lesson plan that the teacher may use for several years to come. The teachers now have the skills to create and implement their own technology-integrated lessons. Many of the partner-teachers had not experienced the use of technology in their classrooms before working with the UPGRADE-IT student. Teachers expressed that working with the UPGRADE-IT student was the push they needed to begin implementing the use of technology in their classrooms. They often expressed that it wasn't as difficult as they thought it would be. The hardware and software purchased with this grant has and will continue to be used for technology classes for teachers provided by the district.			
Shelley School District	#60	C^3	We used Global Positioning System technologies, electronic publishing, and an electronic mapping software program called ArcView. We incorporated these technologies to help students from four schools around the state learn to create an identification booklet for noxious weeds, GPS receivers to accurately locate areas of weed infestation, and ArcView software to create accurate, electronic maps of	The funding for the project has ended but we are continuing the project nonetheless. Our efforts to work with schools outside of our region has not been as successful as we hoped due to a number of unforeseen difficulties. But as a result of this project, we are able to be more discriminating in our school outreach sites and more effective in our outreach efforts. We have identified and are currently	One of the major intents of this project was to teach students and teachers how to use emerging technologies. We decided to use a real-world situation, mapping of noxious weeds, as the framework in which to accomplish the above mentioned goal. The project is having a profound impact on the curriculum in at least one region. Bingham County officials have been so pleased with the results of this effort that they are pushing other	For this section of our final report, we intend to use rather unorthodox and yet extremely pragmatic methods of evaluation. In addition to the initial weed control people, we have had 2 other government agencies that already have or are in the planning stages for using students to help map different items. Two separate departments in the county office have hired students who got involved	$97,800	$97,800

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			those locations.	in various stages of implementation with 4 new schools. Our initial efforts focused on working with our county weed control agents. That effort has proved so successful that we are now working with county roads and bridges personnel, state weed agents, weed agents in other government agencies (BLM, Fish and Game, etc.). The county/school connection has proved so successful that students have been invited to present at a regional conference of county commissioners and our school has been invited to submit a proposal to determine if we could become a national demonstration site showing how public schools can work collaboratively with local government. Results of our weed mapping efforts can be accessed as one of the links on our Solutions home page (shs-solutions.net)	districts in the county to adopt similar educational approaches. Also, the presentations students have been making at various conferences around the country are having an impact on government agencies and school administrators alike. As far as the president's 4 pillars of educational technology: **Hardware** - Students and teachers have learned how to use GPS receivers, scanners, printers, and computers to help solve community problems. **Software** - Participants in this grant have been able to successfully master an electronic mapping software program called ArcView. This software has made the mapping of noxious weeds very effective. **Connectivity** - Our observations lead us to conclude that as a result of this project, students have become connected to their environment, to their communities and to their local government agencies. **Professional Development** - We have focused on introducing these new technologies to teachers who in turn introduce them to their students. Some of the teachers involved have become very dedicated users of these technologies.	initially in the weed mapping project. Students have been hired after school and during summers to help map culverts, bridges, road signs, etc. The number of students hired will be greatly expanded next year. A former student has started her own Geographical Information System consulting business as a result of work done on this project. She has been in business for 1 year and has developed a rather impressive monthly billing record. It is conceivable that other GIS businesses will also be developed as a result of this grant. Students involved in this project were featured in two national publications: a technology journal called *Government Technology*, and a publication from ESRI press called GIS in Public Policy.		
Blaine County School District	#61	*Secondary Technology Integration*	The purpose of the project is to integrate technology and curriculum at the secondary level to improve a student's writing and grammatical achievement. It is the	The project has been completed. All classrooms have equipment installed, students completed pre and post surveys and teachers have received training. The project	**Hardware** - The addition of 5 networked computers and a laser printer in the classroom has impacted the student use of computers in the curriculum. With one computer in the	The largest effect we have experienced is greater accessibility to computers for students to complete assignments. Often students are at different phases in the	$96,500	$95,075

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			integration of technology such as word processing, spreadshoet and database with composition, grammar, and report writing. Through daily use of a computer as a tool in research, writing, composing, and editing; students will improve their overall English competencies and achieve greater academic achievement in all courses. This will be indicated by improvements on written assignments and reports. Other indicators are greater confidence and fluency in the English language indicated by increased vocabulary, more accurate punctuation and grammar and better sentence structure. With use of a computer for daily writing, students will take greater pride in their writing assignments for all studies. Through the daily application of software skills, students will gain a lasting competency with computers.	is on going, as the computers will continue to be used for integration in the curriculum. We expect the benefits of this project to extend into the next two school years. WRHS - 10 out of 10 classrooms have equipment installed. CAREY - 3 out of 3 classrooms have equipment installed.	classroom, the resource tends to be used predominantly by the teacher to develop tests and assignments, do Internet research, track grades and attendance. With sensitive material on the computer, teachers are reluctant to have students use "their" computer. With a pod of student computers in the classroom, student use of computers to complete assignments has increased. As students are working on various aspects of the assignment at different times, having computers in the classroom provides the teacher with the ability to work with students independently. For example, while some students are using the computer for Internet research on a paper, others can be editing their drafts and others can be reviewing printed resources. The student post surveys showed that 60% of the students increased the amount of time they spent using a computer for schoolwork. On average, the amount of time spent using a computer for schoolwork increased by 30 minutes per week. Approximately 70% of the students surveyed noted they have Internet access at home and the number of students with Internet access at home increased by 5% over the 1999-2000 school year. Another interesting statistic showed the average number of hours students spent watching TV is about 6 hours per week. Software - The two most common programs utilized in this project were MS Word	writing process. While computer labs are a wonderful resource, they are often scheduled well in advance. With computers in the classroom, students begin drafting and editing their assignments immediately. The teacher can better manage the class, as all the students are in one location. Students can get right to the task, instead of waiting until later in the week when the class is scheduled to go to the lab. By saving the documents on the building server, the student can continue to work on the assignment from various locations in the building. The greatest success we have experienced with this project is student confidence in presenting reports. As communication skills are so important to success in school and in careers, it is encouraging to note that overall students rated their confidence level in giving reports in front of the class much higher as a result of the use of PowerPoint for presentations. We believe this tool allows students more practice at composing and organizing reports and improves their communication skills.		

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					and MS PowerPoint. Only a couple teachers used MS Excel for student projects. Teachers are not using database programs for student projects. The Internet has become the standard for research across the curriculum, and students rated their Internet proficiency very highly on both surveys. The major gains were seen with use of PowerPoint for student reports and presentations. Through use of this multimedia tool, students gained confidence in presenting oral reports in front of the class. In the pre-survey 60% of the students rated their PowerPoint ability at minimal levels. In the post-survey this number dropped to 40%. Approximately 18% of the students rated their PowerPoint knowledge on the expert level of the range in the pre-survey, and on the post-survey, 39% rated their skills on the high end of the scale. The post-survey also indicated that 60% of the students increased their knowledge of MS Office programs as a result of having the computers in the classroom. **Connectivity** - Each "Goals 2000" classroom is setup with a 10/100 mini-hub and a network printer. This provides access to the building network and the Internet. The use of a network printer notably enhances the productivity in a classroom, as students can print when ready and fewer problems were encountered with printing. Internet connectivity provides			

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					access to the latest research and information. This enhances students search skills and improves research for reports. With this resource right at their fingertips, teachers are able to direct students to sites appropriate to the daily lesson. It is also much easier for a teacher to supervise five students on the Internet than a whole class in the computer lab. **Professional Development** - We experienced an increased participation in courses offered by the Instructional Technology Specialist at these school sites as a result of the grant. Teachers were more apt to develop creative projects with the computers at their disposal. The Instructional Technology Specialist worked one-to-one with teachers and provided training to students as well.			
Idaho Falls School District	#91	*High Desert Academy Program*	High Desert Academy served as a secondary interdisciplinary, project-based curriculum for career bound students. The program was housed at Idaho Falls High School. Six teachers served the program with other teachers serving as advisors. Teachers were trained by Roger Taylor to write interdisciplinary curriculum. This project integrated the curricula of mathematics; language arts, science, social studies and technology into a series of student led activities utilizing community-based projects. Instructional methods were based on recent research in multi-intelligence	The project is now completed. The integrated curriculum approaches and technology-based instruction continue to be used in various classrooms at Idaho Falls High School. Students used a variety of technology hardware and software to develop, produce, and report on their projects. Student products utilized multimedia presentations, power point presentations, GPS units and hand-held PC's, and desktop publishing. Examples of the products include: presentations about selected biomes, qualities of exemplary science, interpretive display models, research and models related to solving a	The project impacted the curriculum by demonstrating the use of integrated technology competency standards throughout academic and vocational subjects. Students learned to function in a competent and responsible way with regard to technology. Teachers increased their level of technology competency and incorporated new technologies in their teaching practices. This sub-grant has helped the district work towards attaining the president's four pillars of educational technology: hardware, software, connectivity, and professional development. **Hardware** - A computer lab,	Students attended a traditional first period in their home school and spent the balance of the day working in an integrated curriculum. The program began in the fall of 1999 with 100 students. To evaluate program efficacy, the GPAs of students' completing the 1999-00 school year with High Desert Academy were compared to their GPAs of the previous year (1998-99). The GPAs of the two years turned out to be exactly the same, 2.39. Forty-six percent of the students improved their GPAs, 47% did worse and 7 percent remained the same. Other conclusions that were drawn from this project include:	$100,000	$98,093.19

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			using a variety of approaches designed to accommodate the varied learning styles of students. Assessment included direct demonstration of competency and other approaches including portfolios, journals, written and oral examination, and reflection. Students were required to develop skills and demonstrate proficiency using work place equipment, technology and multimedia presentations.	community problem, design for a community park, water quality testing at INEEL, presentations to the city council and the Chamber of Commerce, internet research, and brochures on a variety of products. Math students made extensive use of Math Explorers and TI-83 calculators. Further information is available by contacting the superintendent of schools. The hardware and software continue to be utilized during this school year by social studies students for research and presentations and by technology education students for a variety of curriculum based projects. Data collection tools, including probes and CDL's, are now being utilized by math and science students at all levels for data collection and analysis.	available to all students and teachers, may be scheduled on an as needed basis for individual and class use. In addition, items (laptop PCs, handheld PCs, digital still cameras, digital video camera, zip drives, calculators, GPS units) purchased through the grant may be checked out to students and staff. Students are supplied with a Zip disk for their use as a portfolio and for assessment purposes. **Software** - A computers have Microsoft 2000 Professional installed. Students demonstrated proficiency in browser use, word processing, presentation creation, and desktop publishing through the submission of various assignments. In addition, interested students used the 3-D rendering software, photo editing and video editing software. Use of the software is ongoing. **Connectivity** - All teacher and student workstations are equipped with Ethernet cards and connections to the Idaho Falls School District No. 91 LAN. The existing hub was augmented with two switches to ensure reliable and high-speed research and communication capabilities. This project helped move Idaho Falls High School closer to accomplishing the vision of total student, parent, school and community connection. **Professional Development** - High Desert. The project demanded technology proficiency of the entire staff. Five of six assigned staff members received state technology competency	• Due, to a large extent, to the lack of stability of the population being served, 35% of the students who entered in the fall were not participating in High Desert Academy at the end of the school year. • The program definitely helped some students. Student testimonials given in a Board meeting showed strong support for the program. One male and one female student were the first in their respective families to graduate from high school. They attributed their success to the High Desert program. • Student enrollment for the 2000-01 school year dropped to the mid-forties which was judged as not being sufficient to continue the program as it was currently established. Many students supported the program on a one-year basis, but wished to return to a traditional high school program for the 2000-01 school year. • The technology components themselves were judged highly effective. As indicated in the report, teachers and students are using both the hardware and the software throughout the curriculum.		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					certification. In addition, facilities, hardware and software are used to provide in-service to other staff as requested. As a result of this project, Math, science, social studies and technology teachers have upgraded their technology-based instructional skills.			
Bonneville Joint School District	#93	*Enhancing Students Potential Through Mathematics*	This project seeks to develop a mathematics computer lab that would teach, supplement, and enhance mathematical skills of students. This math lab and supporting curriculum would focus on the basic skills of the "at-risk" student. It would also provide enrichment activities and open-ended investigations for students of all mathematical abilities.	Our math lab was up and running the first day of school, August 30, 1999. We used the Josten's Learning System software exclusively last year for all of our Math Essentials and Pre-Algebra courses. This year we are also teaching all of our Math Essentials and Pre-algebra courses in the lab. Four of our seven teachers have received training on the software packages and feel comfortable using the lab. The other teachers have received some training but are not currently teaching a class in the lab to truly become proficient with the programs. We were able to move five additional computers into the lab this year and with Goals 2000 money purchase the additional software necessary to integrate them into the program. This allows more students access to the lab, as well as having an additional teacher computer for administrative work. We found the teacher needed access to the lab during his or her prep hour to run reports, modify assignments etc. and since the lab was used almost every hour this became a real problem. Having the additional teacher station has been a big help this year. The lab has also added the	We have had great success so far in our math lab. When we applied for the Goals 2000 grant 68% of our Math Essentials and 38% of our Pre-algebra student's were receiving a 'D' or 'F' grade respectively. After our 1st year, we had less than 15% of our students in these courses below a 'C'. When we mapped out the curriculum for the year we had no idea the students would move as quickly as they have. Last year the majority of the students completed what we thought was a full year curriculum by the end of the first semester. During the second semester we integrated worksheets to help in retention. By integrating the Accelerated Math program with the Josten's Learning System the students are able to learn the material on the computers first and then have additional practice with paper and pencil work. The students are not getting frustrated and are retaining the information longer. We have updated computers that run current software that allows students to gain work force skills. Students are able to use interactive software that expands their computer skills	The overall attitude of our students who are in the math lab is improved over past years in a traditional math class setting. Many of the students come in before class even starts and log onto the computer and get started. They then remain on task for the entire 85 minute class period. Granted, there are some students who still need reminding to stay on task, the vast majority of students are working and progressing at an amazing rate. With the mix of paper and pencil work and the computer work there is some variety so the students don't feel like they are always doing the same thing. At our parent-teacher conferences Mr. Westerbeck and I had numerous positive comments from parents. One parent told me that their daughter hasn't said anything good about math since elementary school until this year. She said that her daughter's self-esteem is greatly improved and feels like she can be successful at math. These comments, along with others, have confirmed our beliefs that we are having a positive influence on our students by using the math lab. We have also been able to load additional software on the	$88,000	$88,000

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
				Accelerated Math program and we have been integrating the two software packages and feel that we have a good overall program to now teach basic math and pre-algebra to our at risk students. These packages will serve us well for many years to come.	as they learn mathematical concepts. The software presents many application problems, which allows the students to see how mathematics connects to the real world. Our teachers have been trained on a new software package which has expanded their skills as well as learning how to work with a server.	computers and some evening adult classes are using the lab.		
Mackay School District	#182	*Fish and Technology Together (F.A.T.T.)*	Mackay School District #182 has set forth combined goals in the school improvement plan and Technology Plan. The main focus is to provide high academic learning along with the integration of technology and real world application. One of the ways Mackay School District has been accommodating this goal is through the trout farm. There are quite a large number of students involved in this project, along with teachers and community members. The students are expected to apply the knowledge gained to many disciplinaries, such as the sciences, mathematics, language arts, marketing and technology. We currently have 6 fish tanks in use and hope to have a seventh operating soon. The students are raising trout and tulopia and are working in conjunction with the Forest Service on field studies. The students are required to monitor the conditions of the water in the fish tanks daily to ensure survival. With the use of the technology we have currently received, the students have maintained daily and weekly records and collected data. From the data collected,	All technology requested for the project has been purchased and the staff has been trained to effectively administer the program. The monitors are in place and the students are using the data to make decisions. On-going training is occurring to teach students to calibrate and use the monitoring system.	The "Fish and Technology Together" project has had a very positive impact on integrating our curriculum. Our students have been trained to apply knowledge from the core classes to real life. The monitoring equipment that was requested has been purchased and training has been provided to ensure a successful project. Through the use of the monitoring equipment, much data has been collected and used to increase the survival of the fish. As mentioned above, we currently have six fish tanks in use and are raising 5,000 trout and 30 Tulopia. Our students have worked closely with the Forest Service, Fish and Game, Idaho State University (I.S.U), and the College of Southern Idaho (C.S.I.). The students have planted fish in a nearby lake and monitored the lake using probes. The College of Southern Idaho was so impressed by our success that they offered to give the District a Sturgeon to help further our studies, which we will be receiving in January, 2001. We also had students work during the summer on the Fish and Technology project. They used probes to	Through the 'Fish and Technology Together" project, Mackay School District has been able to make connections with the Forest Service, Fish and Game, I.S.U and C.S.I. The students have been given the opportunity to apply knowledge gained from mathematics, science, technology and language arts to a real world setting. They have been motivated to learn and an interest in school has increased.	$37,500	$37,500

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			the students make adjustments as needed. Through integration of water management, we have been able to monitor conditions more effectively and efficiently and have provided many real-world experiences for our students.		monitor water quality in the Big Lost River. Not only have we trained our own staff in water quality, 32 teachers from our district and other districts attended a training hosted at our school during the summer of 2000.			
Wendell School District	#232	*Teachers Advancing Classroom Technology in the Curriculum (TACTIC)*	This grant will enable the district to expand on the teachers' knowledge and skills of technology integration. Prior to the start of school, teachers will participate in training on integration of technology within the classroom. During the school year the district plans to utilize the services of Future Kids to work with teachers at each of the buildings as they develop and implement instructional plans. Substitutes will be hired to provide time for individual teacher training. Several programs including Accelerated Math, Classroom Connect, and PLATO will be purchased. Teachers will be provided funds from this grant to purchase software for use in the classrooms. The grant will also provide funds to purchase the Accelerated Math program for the elementary school and place 10 licenses for the PLATO program to be shared between the middle school and high school. Both programs will enable students to increase proficiency in math and PLATO will be used for students who need additional practice in reading and language arts at the middle school level and high school level as well as helping high	Training from Future Kids was provided at the elementary, middle school and high school. The 7th grade teachers implemented the program in their classrooms as did the teachers in the middle school resource rooms. Consultants provided technical assistance. Further activity was suspended due the closure of the main building at the middle school campus. The final phase of the training was completed in the fall of 2000. Future Kids programs have been implemented at the elementary in the fall of 2000. All funds have been expended for this project. The PLATO program and the Accelerated Math program were purchased. The elementary school utilized the Accelerated Math program and are continuing its use. Because of the delay in receiving the funding from Albertson's for the equipment, the PLATO program was not installed until the fall of 2000 and is currently being utilized by both the middle school and high school. Graphing calculators were purchased for the middle school and high school math teachers and were utilized in their classrooms. After reviewing the quickdictionaries, the	Students at the elementary school are utilizing the Accelerated Math program and Future Kids curriculum. The middle school and high school math teachers are utilizing the graphing calculators. Both the middle school and the high school have students who are working in the PLATO program. The software purchased by the individual teachers is being incorporated into the instructional program. **Hardware** - Computers have been purchased for social studies teachers at the middle school for use in their classrooms. **Software** - Each teacher purchased $400 worth of software/technology materials for their classrooms. **Connectivity** - The PLATO program is available to all schools through the district network. Site licenses were purchased for some software: Typing Tutor, Carmen San Diego, Math Blaster, etc. **Professional Development** - Teachers received training in Future Kids, Accelerated Math, and PLATO.	Due the closure of the middle school and the late delivery of the Albertson's equipment, the PLATO program was not installed until fall. Accelerated Math was utilized throughout the year but no measurable effects have been reported at this time since the scores for the ITBS tests have not been received. The use of the graphing calculators impacted the middle school and high school math programs. Future Kids programs were taught in the seventh grade and the quality of individual projects after the training greatly improved. We expect to see more integration of technology this coming year as teachers begin to use the software in their classrooms.	$94,199	$94,199

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			school students meet core requirements for graduation.	elementary and middle school decided not to purchase them. The high school purchased 10 quickdictionaries for use by ESL students. The elementary school utilized the funds to increase the Accelerated Math program and the middle school purchased computers for use in the social studies classrooms. Teachers at all three schools were provided stipends of $400 to purchase software and other technological support for their classroom instruction.				
Bliss Joint School District	#234	*Learning in the Virtual Community*	As a district, we have no doubt that effective classrooms incorporate the latest technologies to empower children to become self-directed learners. That is just a fact. Technology is an enormous tool of empowerment, but right now it doesn't focus on the task. It focuses only on the tool. With the use of these grant funds and current IntraNet technology, the district is currently developing a system to develop common data standards for an interoperability framework that will function across the LAN and the Internet. Such a framework will allow student information and curriculum standards to be entered once and then made available to other applications that use these data sources. This movement away from platform-specific applications into interactive Web-centric applications will create a seamless connection between school, administration, and the home. With the tighter integration of Web-enable	Our project is currently "all systems go". Three of the four activities outlined in the grant have been accomplished while the fourth is ongoing. 1. We have succeeded in providing the community with communication to the school through the Internet. In another goals 2000 grant we will refine that communication with software that will allow private access to student information. Communication will also be improved with a voice-mail system for the district that is included in the next Goals 2000 grant. 2. We have written and have in place a School Improvement Plan that will continue to be a living document to be improved as time goes on. 3. The automation for the library has taken place and the technology is currently being used in the school system. 4. The curriculum alignment portion of the grant is ongoing. We are involved with a consortium of schools currently working on alignment. We have been involved in much training and	This project has had a positive impact on the workings of the entire school. We have been able to gain understanding of the community, students and teachers through the surveys. Using this information has helped us develop programs that involve the ideas of all the stakeholders. The following is an impact statement written by our school librarian. "Automation of the library was completed in January 2000. Our system gives students and teachers easy access to resources. Sophisticated search features of the software program help students find more material on the shelves. The library has become an integral part of the classroom curriculum. Teachers often visit to discuss upcoming topics for projects. The librarian is then able to compile bibliographies to help students focus on their topic and begin research. Due to increased efficiencies of automated cataloging and circulation, the librarian is freed to perform her most important task-teaching	We are excited because of the positive response we are getting from the staff as we begin work on the curriculum alignment. The time invested now will have a positive effect on the education delivered in the future. We have just established baseline data to use in the future to show improvement from our school improvement plan, curriculum alignment, and technology improvements. An example of our measurable results comes from the library automation: "This is the first year that circulation statistics for the library have been available, so comparisons with prior years can only be estimated. However, it appears that the enthusiastic participation of students in the Accelerated Reading program has multiplied circulation in the elementary grade three-fold. It would have been exceedingly difficult to satisfy demand for library resources without the time saving benefits of automated circulation and cataloging. Rising standardized reading	$79,942	$79,942

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			applications, teachers and administrators, alike, will be empowered to utilize powerful decision support applications to facilitate better decision-making in the district. In this way, the technology goal of providing a user-friendly interface for teachers will supplement the educational goal of freeing teachers to become true one-on-one facilitators of learning.	will continue until the final documents are in place which bring our curriculum in line with state exiting standards.	students to find, organize, and assimilate information into a useful end product. The district has purchased the necessary software to connect patrons at home with the library collection. However, a change in technology personnel has temporarily delayed its implementation." This grant along with other grants has helped the district work towards attaining the President's four pillars of educational technology: **Hardware** - Computers for the library automation were purchased. **Software** - IntraNet is in place for parental contact with the school and software for library automation. **Connectivity** - Purchases were made with this grant which allowed other expenditures to be focused on connectivity. **Professional Development** - Continuous work has been done with Mid- Continental Regional Educational Lab (McREL) for curriculum alignment. Training has also been provided to a new tech coordinator for system maintenance.	test scores, as measured by both IOWA Tests of Basic Skills and STAR, reflect the increased emphasis our district has placed on students literacy. Technology has modernized our collecton, streamlined "bookeeping" chores, and made the library a useful tool in helping to improve that literacy."		
Valley School District	#262	*Educational Structures*	"We didn't create all the curriculum materials in the world. We just discovered how to make them work together" is the stirring claim of Educational Structures (ES), the most comprehensive, fully integrated curricular resource available via the Internet. ES is the vehicle with the excellence and the breadth and depth of content to accomplish our school's technology goals for teachers and students. ES is more than information. It is	Educational Structures (ES) is a five-year project. We have either completed or rescheduled our projected goals through Fall 2000. We finalized our five-year contractual agreements for online service, teacher-student packs, and inservice training with John Sawyer, ES National Account Manager (1). We have purchased computers and requisite hardware and furniture for the media center and grades 9-12 English, social	In November 1999, we distributed an Educational Structures Teacher Survey to grades 6-12 teachers to find out how many teachers were using ES and to what extent (see the 1999 Goals 2000 Sub-grant Report for a survey sample and the results of the 1999 survey). The surveys indicated that a majority of teachers use ES and, with more time and training, would use it to an even greater extent. Results also suggested that	Although ES content is correlated with standardized tests, such as the Iowa Test of Basic Skills, improved standardized test scores have not been attributed to ES because of the many, not to mention inseparable, variables at work. Improved student achievement has been the cornerstone for development of the content in ES. Lesson plans, accompanying teaching strategies, student activities, assignments, assessments and	$74,451	$74,192.12

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			an instrument honed by experienced educators and curriculum specialists, fashioned into a purposeful synthesis of lesson plans, learner resources, activities, and assessments to equip the classroom teacher with everything he or she needs to serve and satisfy every learner. ES puts a full set of instructional materials and a powerful research library inside every school computer.	studies, and mathematics classrooms and have coordinated hardware capabilities with Mr. Hammond, our technician (2). A June district newsletter article informed the community about ES and invited them to use ES resources in our school media center during the summer hours (3). Mr. Graham, our district curriculum director, presented ES to the school board members during their regular May 1999 meeting (4). ES consultants conducted on-site training for K-12 teachers on May 27, 1999 (5 and10). Originally, we planned the training sessions for August 1999, but rescheduled them for May, so teachers could use ES during the summer. Follow-up training for grades K-12 staff was rescheduled for August 21-22, 2000 at which time Project coordinator Becky Rudolph and Committee Chairperson Carol Bomar provided inservice sessions for teachers, grades 6-12, in small group settings according to content areas (6). Grades K-5 were not included because ES did not have the elementary curriculum online in August. ES follow-up training for grades K-5 will be rescheduled for this winter (11). Project coordinator Becky Rudolph and Committee Chairperson Carol Bomar attended National Computer Systems Users Conference during November 1999 (7). The teacher of the January 2000 Adult Basic Education (ESL) class scheduled an evening to teach the use of computers and ES.	with greater access to computers, student use would also increase. Follow-up training with teachers grouped according to content area was held in August 2000. Our school, grades 6-12, adopted a block schedule, which allows teachers one and a half hours daily for preparation. (Previously, the daily preparation period was 45 minutes.) We moved six computers from the media center to grades 6-8 classrooms and purchased additional computers for English and social studies classrooms grades 9-12 to increase teacher-directed student access to computers and ES. Every apparent area of need has been addressed--training, time, and computer availability--to maximize the impact and consequent effects of ES. In November 2000, we distributed another Educational Structures Teacher Survey to teachers, grades 6-12, to assess whether or not teachers and students are using ES more than before. Five teachers were included in the 1999 survey who were not included in the 2000 survey. Of the remaining teachers, the number who use ES frequently increased from five to seven; the number who use ES occasionally from five to nine. The number of teachers who seldom use ES decreased from six to three; only one, a first-year teacher who has not yet had time, never uses ES. (She intends to use ES next semester.) Overall the frequency of student use has also increased. The number of	rubrics, alignment with Idaho exit standards, access to comprehensive resources provide teachers with what is needed to maximize student learning. Consequently, we have focused on teacher use of ES to measure project effects. Additionally, the more teachers use ES the greater likelihood that students will also be using ES. Due to our small staff size, we have been able to demonstrate ES features to individuals as the need arises. Ongoing facilitation of this kind will maintain and, we anticipate, increase ES use. In our 1999 Goals 2000 Sub-grant Report we submitted two extensive statements from Scott Tingey, a secondary social studies teacher, and Linda Roice, a secondary English teacher, as anecdotal evidence that the ES project is a continuing success. The most recent surveys (November 2000) include teacher, administrator, and student comments such as: "It is a very nice resource to have available."—middle school science teacher "I think ES is wonderful!"—secondary resource room teacher "Keep it going!"—middle school principal "I hope we continue to have it available for teachers and students."—middle school social studies teacher "[I like] the access to such a tremendous amount of material."—secondary English teacher "I like the information being		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
				A district reading demonstration preempted the evening she had scheduled. The class disbanded because of decreased attendance before another date could be arranged (8). We will ask this year's Adult Basic Education teacher to include the technology and ES orientation in his or her plan (12). Since school districts can preview ES online for a 10-day trial period, we substituted giving ES presentations at neighboring school districts with attending NCS' ES Train the Trainers session in Irving, California, to prepare for conducting our own staff ES follow-up training (9). ES lesson plans have been correlated with Idaho State standards.	teachers who indicated frequent student use increased from zero to three; the number who indicated occasional student use from five to eleven; the number reporting students seldom use ES decreased from six to five; and the number reporting students never use ES decreased from seven to one. One hundred percent of the participating teachers responded positively to the August inservice training evaluation, saying it was effective, relevant, and that they would be using various features of ES. Increased teacher and student ES use shows that teachers have acted on their intentions and the project impact is growing. According to NCS email, K-5 curriculum will be enhanced from month to month. We expect even greater impact and effect from the ES project as elementary teachers are trained and incorporate this tremendous resource. The ES project has helped our district work toward attaining the President's Four Pillars of Educational Technology: ES on-site training and ongoing collaboration has provided our teachers training and support to teach students to use ES Student and Media Centers. The ES Project sub-grant has provided funds to increase the number of computers in our classrooms. Through the ES search feature	so accessible. —secondary social studies teacher "Great resource!"—secondary English teacher "I like ES. It's a terrific resource. I am improving on lessons using ES. Any problems I have can be eliminated by better planning on my part."—secondary social studies teacher "This [ES] is better than going to a workshop where teachers exchange ideas as I can get to it everyday! Thanks!!!"—secondary art teacher "I use ES in almost every class. It is a great research site! –high school student.		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					our classrooms are connected to the information superhighway in an even more targeted fashion. ES, a comprehensive, fully integrated curricular resource available via the Internet, provides teachers everything needed to plan, implement, and assess hundreds of individual and group activities in social studies, science, mathematics, and language arts.			
Coeur d'Alene School District	#271	*Heroes of the Past Millennium*	Improvement in writing skills is an important part of the instructional goals of both districts and the state, and is a critical part of the 5^{th} grade curriculum. In this project, students were given the opportunity to research Heroes of the Past Millennium through both electronic (Internet, project Website, and databases) and print media, take notes on the AlphaSmart/eMate word processors or note cards, organize this information, and finally compose a biography using the writing process and the traits of effective writing. Students with greater skills were instructed to teach two other students by showing, not telling; those assisted two more, and so on. Leadership, listening and collaboration skills were thereby emphasized. Students were also encouraged to take the word processors home, involving parents/guardians as home partners in this project. Training for teachers was done in three-week rotations to provide small group settings with ample equipment. The training included the Six	The Coeur d'Alene and Post Falls School Districts along with the University of Idaho (UI) Coeur d'Alene's New Century Classroom have recognized the benefits to 5^{th} Grade students in the project and have committed to continuing it without external grant funding this year. It is exciting to note that this is the third year of the project. Two years ago a Goals 2000 Grant, **Excel in Mathematics**, funded the initial purchase of eMates and provided the professional development on the integration of technology into the math curriculum. Last year another Goals 2000 Grant, **Heroes of the Past Millennium**, funded AlphaSmarts and support for the curriculum integration of student writing. Professional development support will not be available on a daily basis as in the last two years. However, because the majority of teachers have had two years of experience with the project, this year's project should continue to run smoothly. Professional development in-services will be offered to teachers who are new to the project and teachers who	Although the data ranges suggest that the project was more productive in some classrooms than others, the primary goal of improving students' writing abilities was clearly met for most students. The integration of technology into the writing process with the six traits appears to have promoted students' learning and enjoyment of research and writing. For teachers, further professional development in teaching all Six Traits and the writing process would enhance this aspect of teaching, and promote the integration of technology into the teaching of effective writing. Pillar 1. Modern computers and learning devices will be accessible to every student. Every student had in his or her possession a word-processing technology tool for the duration of the project. Students took theses devises home nightly. Pillar 2. Classrooms will be connected to one another and to the outside world. The web site developed for the project has connected 36 classrooms to support staff,	Comparison of early drafts of student writing projects with their published form yielded this assessment. Statistical random sampling yielded about 5 students per classroom and about 150 pre/post pairs of writing samples. Three knowledgeable and experienced educators scored these writing samples for the state writing assessment and in teaching the six traits of writing effectiveness. Results of numerical scoring were summarized by the lead writing scorer, with additional comments (helpful for planning future projects) about the sampling, the writing topics' focus and scope, and over-structured expectations conveyed by some teachers. Strengths in *content* showed the use of interesting, unique and balanced details that work together to create a strong focus. In *organization*, strengths were inviting leads, strong and natural transitions, and satisfying conclusions. In *conventions*, comments were that errors were few and minor, text is of sufficient length and complexity to demonstrate control of	$99,794	$99,794

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			Traits, the writing process, and integrated technology. Intensive staff development sessions were followed up with on-site modeling and mentoring in classrooms. *Project goals* : Student growth in the writing process using three of the "Six Traits" of effective writing: ideas and content, organization, and conventions (the other three, not a focus in this project, are voice, word choice, and sentence fluency). Parallel and supportive development of students' leadership skills and citizenship. Teacher growth in technology integration, especially word-processing and Internet in teaching writing, and using six traits in teaching writing and the writing process.	desire more training by the UI Coeur d'Alene. The website will continue to be supported by the UI Coeur d'Alene. This site consists of over 150 links to web sites with information and graphics about heroes of the twentieth century. The links are categorized in several manners to assist students in finding their chosen heroes easily. The site also includes a biography maker template that guides students in reporting information. The students can access tips on the six traits of writing and a self-assessment to assist them in their editing. Resource materials are available on the site to help teachers to teach the six traits of writing and to build rubric assessments for the students.	experts, and global information on the World Wide Web. Pillar 3. Educational software will be an integral part of the curriculum. Students routinely used word-processing, the Internet, and multimedia presentation software throughout their curricular studies of famous people and the writing process. Pillar 4. Teachers will be ready to use and teach with technology All 36 teachers in the project attended full-day workshops to learn strategies for teaching the six traits of writing and to use the technology available to them through the project. A full-time project facilitator visits the project classrooms daily during their project rotation to give additional support and instructional strategies. During the 2000-2001 school year, professional development in-services will be offered to teachers who are new to the project and teachers who desire more training by the UI Coeur d'Alene.	conventions, and the text appeared clean, edited, and polished. The Pre-project student questionnaire had two sections not on the post. They yielded information about the student's access to and use of technology at home; writing with computers and use of the Internet at school; and opinions about computers in school and society. The third section, given pre- and post-project, dealt with use of the computer for schoolwork, especially writing, and with working in teams. Based on the classroom data analyzed thus far, the proportion of students preferring to write and edit writing on the computer, and to research topics on the Internet, increased during the project The Post-Project Reflections instrument yielded the highest ratings for the trainer's preparation, organization of sessions, and provision of adequate time for questions and gaining assistance from the trainer.		
Moscow School District	**#281**	***Raising Achievement in Math***	The Raising Achievement in Math (RAM) project is based on Strickland and Coffland's successful study "Raising Achievement in Mathematics Using Technology." That project tested the assumptions that 4th grade students' scores on the Math "concepts" and "Computation" portions of the Iowa Test of Basic Skills (ITBS) would be higher for those students receiving instruction with precision teaching managed electronically, math	The project is in its second year. The enthusiasm of the original project teachers and the improvement in students' math achievement have prompted four additional 4th grade classrooms to join the project. As a result, all 4th grade students now participate in the project. **Hardware:** Each of the (original and newly added) participating classrooms have five computers in an activity center/mini-lab arrangement, with a card reader scanner	All district teachers and administrators carefully monitored the RAM Project's pioneer teachers. After efforts to obtain individual building Goals 2000 grants proved unsuccessful, two of the buildings used their own funds to support addition of the four remaining 4th grade classrooms. Eight, 3rd and eight, 5th grade classrooms at Lena, McDonald, Moscow Charter and Renaissance Charter successfully applied for funds to expand the project	**Math Achievement:** Students progressed at their own pace through math objectives, mastered the objectives they practiced, and displayed a strong desire to "do math." Individual students felt successful no matter what grade level of objectives they worked on. The project teachers were so enthusiastic with students' academic and affective response that the program has been extended to all fourth grade classrooms as well as eight third and eight	$99,988	$99,983.96

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			manipulatives, and software packages on the computer. The sequence of teaching and learning from concrete to abstract (Piaget, 1965) puts technology in its proper perspective as a tool designed to develop the highest level of problem solving skills. Based on findings from that study, this project tests two additional factors that impact success: Higher achievement for students in schools with strong instructional leadership and higher achievement in classrooms that have support from an integration specialist.	(specific to the Accelerated Math Software), Averkey (Scan converter device to display the computer screen to a large TV) and high volume laser printer. **Software:** Teachers continue to be delighted with the Accelerated Math Software which scores students' performance on worksheets (when answers are scanned into the computer), records, diagnoses and prints new math worksheets. The classroom coordinator has the STAR Math "diagnostic/testing" software loaded on a laptop which she takes from classroom to classroom to collect baseline and end of year student achievement data in September and May, respectively. Several other simulation and drill and practice software titles support instructional outcomes, provide a two dimensional, visual bridge from concrete to abstract reasoning, and offer students opportunities to drill, practice and apply their math knowledge and skills and develop and hone problem solving strategies. **Professional Development Activities:** In August (of 1999 and 2000), teachers received advanced training in the use of Math Manipulatives, Accelerated Math Software, STAR Math testing software, and related classroom management strategies, simulation and drill and practice software. The training provided an introduction for the new teachers joining the	to third and fifth grade students. The project has caused "Moscow teachers to rethink what is taught, how it is taught, and how learning is assessed in order to refine a system of education in which technology is seamlessly integrated." (Moscow Technology Plan, 1999, p.17) **Hardware:** Placement of the computers in 4th classrooms moves the district toward its goal of 5 computers in each elementary classroom. The availability of the computers makes it possible for teachers to develop and refine the use of new instructional strategies that support a shift from the traditional teaching style of "spill" knowledge and "drill and test" students' achievement. Students rotate through activity centers that focus on a variety of activities (math manipulatives, software for drill and problem-solving practice, worksheets) and teachers spend time with individual students to "discuss" progress, clarify concepts, and remediate students' misconceptions. Students are enthusiastic about "doing" math. Because the stations remain in the classroom they are used throughout the day for a variety of projects across all subject areas. **Software:** "Technology can bring administrative efficiency to the management and assessment of education." (TP, p 62). By using Accelerated Math (AM) and STAR Math software it is conceivable that teachers might never correct a math worksheet again. The	fifth grade classrooms. **Precision Teaching:** We have just ended the first year of the project. Throughout the first year, teachers indicated that students were demonstrating mastery of an increasing number of objectives and able to progress at their own pace. Teachers developed increasing fluency using the Accelerated Math and STAR software to make instructional decisions based on information that was either previously unavailable or extremely time consuming to collect, including: The ability to diagnose students' skill levels initially with STAR Math makes it possible to correctly place each student in a library of math instructional appropriate to their level of functioning. This allows individualized instruction and allows the student to progress at his or her own pace. One 4th grader, who had previously not been successful in math, became known as "Math Man.". None of the other students knew this child wasn't in the standard 4th grade library (his diagnostics placed him in the 3rd grade library) because he was progressing and mastering objectives so fast. The ability to tailor instruction for each individual student. Accelerated Math generates a work sheet appropriate for each student by specific objectives, scores the answers that are entered into the computer via a punch card, and generates a report to students and teachers that indicates the objectives and the students		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
				project, as well as opportunities for the original members to extend classroom management strategies and refine math instruction. **Instructional Leadership:** Principals are up to date on the training activities and progress in the project classrooms. They are and will continue to support the project beyond the time frame of the grant and have devoted building budgets to expand the project to all 4th grade classrooms. **Support in the Classroom:** The technology classroom coordinator's activities include, but are not limited to: Participating in all training sessions with the teachers. Attending workshops for training and returning to the district to train the project teachers. Identifying teaching materials which teachers might find useful. Ordering supplies teachers identify. Setting up computers. Answering teachers' questions via email. Solving problems involving hardware, software, network, email issues. Coordinating with the district's technicians. Providing one-on-one teacher training. Creating "how-to" instructions that are posted on the district's Intranet. Supporting the introduction of new programs in each classroom. Scheduling and chairing monthly meetings. Generating reports from STAR and explaining their	software is an instructional management tool that diagnoses and more precisely prescribes instruction to maintain students' established strengths and improve skills in areas of weakness. By taking the information generated by the STAR Math "test," the teacher charts a plan of instruction for each individual student and enters it into the AM software. AM then generates worksheets specifically targeting that individual's learning objectives, scores a scan card of the student's answers, prints a report and generates a new worksheet or test. Both the student and teacher are thus immediately armed with information that can guide discussion between them and guide future instruction and relevant, effective instruction and practice. Additionally, each of the computers in the five participating classrooms has seven individual software titles that support instructional outcomes, provide a two dimensional bridge between math manipulatives (concrete representation) and paper and pencil math worksheets (abstract representation) that are generated by the AM software. Students love doing math! Some even want to stay in from recess??!! **Connectivity:** All classroom computers are connected to each building's LAN, the district's WAN and the Internet via T1. Each teacher has an email account. The	readiness for testing. The ability to generate reports that can be shared with parents, involving them in the child's instructional progress and forming a foundation for further dialog. The serendipitous benefits, such as the dramatic, uniform increase in the use and correctness of math vocabulary across students and classrooms. **Shift in Instructional Strategies** Teachers developed a variety of classroom management strategies to facilitate the integration of the use of technology. The five computer stations were arranged as centers, allowing the teacher to group students on different activities. By creating a variety of activities that were centers-based, students could work in small groups while the teacher conferenced with individual students needing her help. After gaining confidence using the computer centers for math instruction, teachers gradually incorporated their use in writing and other subjects. Students quickly learned to use the computers for many of their classroom assignments, assuming responsibility for rotating to the computers as others completed work. **Data Analysis** Overall, students are testing well at the end of each math unit indicating successful mastery of the learning objectives. This suggests to us that the use of the math		

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
				significance to teachers. Collaborating in creation of project reports.	project director has developed a project site on the Intranet to share information in- district. The technology classroom coordinator takes a laptop with the STAR Math "testing" software from classroom to classroom to collect baseline, mid-year and end-of-year student achievement data in September, January, and May respectively. This practice does not burden the teacher, ensures that the data is all in one place, and makes it easier for the classroom coordinator and project director to analyze the data. All results are shared with teachers. Additionally, how-to instructions covering the Accelerated Math software, the individual software titles, and strategies for using the math manipulatives are posted for teachers' easy retrieval following training. A RAM Project newsletter, progress reports generated from Accelerated Math, parent-teacher conferences and each school's newsletter keep parents informed and answer frequently asked questions about the project. Parents like the information provided by the reports that Accelerated Math generates. They are able to understand the specific objectives that students are working toward and express appreciation, both to the teacher and in surveys, that their child "can move ahead at his or her own rate." Teachers report that	manipulatives, simulation and drill and practice software, and the Accelerated Math program are providing effective concept development and practice. 100% Of teachers using computers for other classroom curriculum beyond math. 100% Of teachers using computers for writing. 60% Of teachers using computers for social studies. 60% Of teachers using computers for science. 100% Of Teachers using AM 60-75 minutes Time spent on AM per week. 30 min/week Time spent on math software other than AM. Data was collected using the STAR Math software package. "STAR Math was designed to attain the highest possible reliability and score precision with minimal testing time through the use of item response theory and computer-adaptive testing." (STAR p 5). The fifteen-minute STAR test was given to students in October 1999 and again in May 2000. The data was analyzed from two perspectives: whole group, which includes the students in all fourth grade classrooms participating in the project, and students in each individual classroom. By using the guidelines from the Accelerated Math Literature (Understanding Reliability and Validity, Advanced Learning System's Inc.), and data from the STAR Math software reports, the following changes emerged:		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					parents "got tired of seeing the same kinds of problems over and over." For some parents, it took a while for them to realize that a student must practice a skill until it is mastered. **Professional Development:** Professional development activities have included: Two "Strategies for Teaching Mathematics Grades 3-5" workshops given by the Math Learning Center. This workshop helped teachers by immersing them in a new type of instruction: Learning by constructing meaning. Following the workshop provided by the Math Learning Center, project teachers are increasingly use math manipulatives to develop a conceptual understanding of math and thus facilitate more meaningful practice. The manipulatives also provide a developmentally appropriate basis for re-teaching and as practice for students who need more time to develop a concrete understanding of math principals. Teachers have been surprised by the effectiveness of this instructional tool and students' willingness to use manipulatives. Software evaluation workshops resulted in group decision making prior to purchasing materials that would support the project's goals. Training in the use of the Accelerated Math software and classroom management strategies. Monthly meetings, which	The scaled scores (SS), which range from 250 to 1250 represent the student's overall performance on the test as expressed on a continuous vertical scale that spans grades 3-12 (p. 13). Scaled Scores for the whole group increased 98 points. The range of change across individual classrooms was from 72 to 125. An analysis of the data did not determine a correlation with the number of objectives mastered. A grade equivalent (GE) score indicates the normal grade placement of students for whom a particular scaled score is typical. In other words, the GE for anyone receiving a scaled score of 586 is 3.8 (Third grade 8th month). Grade Equivalent scores increased 1.6. While the GE scores represent one of the most commonly used methods for comparing students' test results, because they appear to be easy to understand, they can be misleading and have often been misinterpreted. For example, a GE of 4.1 for a sixth grade student does not necessarily mean that the sixth grader is only capable of 4th grade work. It may, however, be an alert that the student needs extra work in mathematics. GE scores should not be used as a standard of growth per year or per grade, however. For a one-year period of time, the "normal" growth in GE scores would be 1.0 only at the 50th percentile. Below the 50th		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					provide a forum where the project director, classroom coordinator, and all participants share, progress, problems and solutions. The district's email facilitates ongoing communication and problem solving activities. The classroom coordinator visits each classroom, supports, mentors and trains each teacher, and collaborates with the District's technology coordinator to ensure rapid problem solving. Teachers are enthusiastic about the project because it is theirs and it WORKS! Surveys, teacher comments and emails indicate that they appreciate: Math specific training which includes instructional strategies in how to use math manipulatives to first teach concepts concretely prior to the use of symbolic representation. The opportunity to evaluate software and make decisions about how best to design instruction and the funds to follow through on their decisions. The support of a math/technical specialist in the classroom. Specific and on-going training for each of the software packages. The availability of on-going data to guide instruction. The five teachers in the RAM project are pioneers in a new approach to math instruction. Their agreement to collaborate and their commitment to implement the configuration of	percentile, there is generally less than one year's growth in terms of grade equivalents. For example, based on the STAR Math norms, a student at the 15th percentile at 5th grade has a GE of 3.9. If the student achieved "normal growth and remains at the 15th percentile in Grade 6, their GE would be 4.7 which is only an increase of +.8 units Above the 50th percentile, there will generally be more than one year's growth in terms of grade equivalents during a one year period. A student at the 85th percentile at grade 5 has a GE of 7.8. IF this student achieves normal growth and remains at the 85th percentile in grade 6, the GE would be 10.9 which is an increase of 3.1 GE units. A percentile rank (PR) is a norm-referenced score that indicates the percentage of students in the same grade, and at the same point of time in the school year, who obtained scores lower than or equal to the score of a particular students. This provides a comparison of that student to his or her same-grade peers on a national level. The entire RAM group increased 12.7 percentiles. A percentile rank is not an equal-interval scale, which means that a gain of 1 percentile point, at various points along the scale, does not measure equal gains in math skills. For example, a student with a grade placement of 4.8 (4th grade year, eight month) with a scaled score of 714		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					this project are unique and deserving of applause. Their hope, that the successful results of the project would influence decisions made at last year's math adoption, did not materialize. However, as a result of the unique aspects of this project, beliefs about what constitutes curriculum, textbook adoption, instructional strategies, materials, professional development, teacher support and decision making are being challenged and are slowly changing in the district.	corresponds to a PR of 80, and a scaled score of 741 corresponds with a PR of 90. Thus a difference of 27 scaled score points represents a 10 point difference in PR. The data was sorted to determine if any trends or patterns emerged. The sorts included: Objectives/GE change - No trends emerged. Objectives/percentile change - No trends were identified. Grade Level Library/GE change By breaking down grade equivalent change by grade level library, and then further sorting the data to identify the number of students whose achievement growth was below, consistent with, and above grade level expectations we learned quite a bit about our fourth graders. One hundred and ten students began the in the project and 109 completed the year. At the beginning of the 4th grade year (September 1999) 43 (or 39 %) students were below 4th grade ability in math and 67 (or 61%) were at or above grade level. By the end of the 4th grade 28 (or 26 %) were below grade level and 81 (or 75%) were at or above grade level in math. Not only has achievement improved overall, but also and more importantly, the diagnostic, scoring, and reporting capacity of the		

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
						Accelerated Math and STAR software have dramatically increased teachers' ability to differentiate instruction so that students can excel. The math project is ongoing. We continue to collect and analyze pre and post data and in the areas indicated below, and to evaluate the project's effectiveness. ITBS Oct 1999 and Oct 2000 STAR Math September and May. Objective tests – Accelerated Math on a regular basis in the classroom . Student Attitudes - September and May. Teacher Attitudes - September and May. **Summary of Project Effects:** The funding for the RAM project came at a time of critical evaluation and strategic planning and marks a major turning point for our district. It has provided an opportunity for teachers and administrators to grow in their understanding of measuring math achievement, in the use of data to drive decision-making, and to individualize instruction. In addition, we have increased our capacity to understand: The power of technology as a management tool to individualize instruction. The value of a theoretical framework for teachers charged with developing students' math concepts and number sense.		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
						An instruction sequence from concrete to abstract. (Math Manipulatives) Professional development tied to instructional outcomes. Clearly, we have much yet to learn.		
Genesee School District	#282	*Motivating the Mind*	*Motivating the Mind* intends to increase student motivation in mathematics, link math to real-world scenarios, deepen student understanding, and create a value-added mathematics curriculum at the secondary level. The rich, content-driven interactive software (Riverdeep) will be used for both large group presentations and individual student use. Mini-computer labs located within the math classrooms enable students to move from large-group tutorials to workout sessions. The management system allows the teacher to respond appropriately to individual student needs.	"Motivating the Mind" is an on-going project which is being incorporated daily in both individual and group presentations using the Riverdeep program. We have purchased the programs "Geometer's Sketch Pad", "Minitab" and "Derive" for the advanced math classes. We have also purchased many CD's to help teach logic and review in our Pre-Algebra, Algebra, and Geometry classes.	The impact of this project has been that the students have a better understanding about the many uses of mathematics. **Hardware:** We now have 20 Math Lab computers and 2 presentation computers within the math department. **Software:** Riverdeep – Interactive Learning (Destination Math), Geometer's Sketch Pad, Minitab, Derive, and many Cd's that teach logic and review materials for our lower level math classes. **Connectivity**: With our small school population, we teach the same students throughout their Secondary career. This enables us to make connections with their math and science classes taken. **Professional Development**: We have been able to assist in meeting the Districts' technology use plan for professional development.	The current ITBS scores show a direct correlation between this project and the scores of our lower level classes. The test scores are as follows: The Riverdeep software courses purchased target the younger grades and the ITBS test scores indicate improvement in these grades. The ITBS results for the 2000-01 school year have not yet been received. We are now working towards improving the scores of the upper grades in addition to continue increasing the lower grades. We are hopeful that some of the new software purchased will help in increasing the scores of our higher grades as well. Just as it was at our interim report, within our individual classrooms, we see improvements in attitudes and motivation in many of our math students. It has been proven helpful for students that have been absent to get caught up with the content missed by using the Riverdeep tutorials provided.	$76,700	$76,611.37
Salmon School District	#291	*Linking Libraries Project*	The *Linking Libraries Project* used grant funds to complete the infrastructure necessary to create an accessible community- wide automated database of books, periodicals, videos, CD-ROMs and cataloged web-sites. The database was made available at	Currently, each district library has converted their shelf lists to MARC records. A MARC record is a machine-readable cataloging record containing bibliographic information traditionally shown on a catalog card. Over 40,000 books, CD's and videos owned	The most significant impact is the availability of the libraries' collections to all users. Any user with an internet connection can access the circulation catalog of any of the four libraries. While students are in school, they can conduct searches for research	The effect of the grant on student learning has not been measurable as of yet. The catalogs became fully functional the middle of October 2000. The training of teachers, students, parents, community members and non-certified staff has yet to take	$86,994	$86,994

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			all four schools, the public library and to individual users at remote sites that have an Internet connection. Students in all curricular areas grades K-12 are using the Union WebCat server to conduct research and locate materials.	by the school district were converted to machine readable records using Goals 2000 funds. The conversion of shelf cards to MARC records was the second step of the grant project after the School Improvement Plan was drafted. The School Improvement document was not approved until January 2000. When this document was approved Librarians readied their shelf lists and sent them to the Sagebrush Corporation for processing. MARC records were received back into the district in August 2000. While waiting for MARC records to arrive library patron computer stations, carts, server, printer and circulation stations were ordered. Computers were configured with wireless LAN cards, as the openness of the libraries made it difficult to position computers for network access. A wireless network was established in each building. Patron catalog software and circulation software was installed on the computers and server. When MARC records arrived the circulation system was set up and the MARC records were imported. This formed the backbone for the Union Card Catalog. Each library material (book, tape, record, CD, poster) had to have its corresponding barcode applied. This took about 6 weeks to accomplish district-wide. Currently librarians are working to hand enter and create MARC records for materials that MARC records were not	materials from any classroom (since all classrooms have an internet connection). Students with internet access at home can do the same. Not only can they see what is available at their school library, they can also see what is available at other district libraries and the public library. Instead of rifling through a card catalog, they can conduct searches by keyword, author, title or subject and simultaneously search all library collections. When conducting a search for a book or other library material, students also have access to a database of librarian reviewed web resources. These resources are updated monthly when the Winnebago web database is sent to the school district. This allows our students to locate reliable internet resources related to their area of study. When they link to these internet sites, they are still within the patron catalog and this feature has allowed them to streamline their research efforts.	place. Such training will enable maximum use of the Union-Cat features. Currently at the high school level we are averaging 14 student users a day, out of a population of 375 students. Twelve of the twenty-three staff members have used the system for research purposes. As the project continues, we foresee regular student use at all the buildings and home users. The features of the Winnebago catalog system enable the school district to track use and types of use.		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
				received for. Through the Goals 2000 monies, librarians received hands-on software training to enable them to import MARC records and manage library materials and patron records efficiently. Training was provided by experienced public librarians from American Falls and Salmon. In turn, Librarians will provide detailed training to staff during the January 2001 inservice days.				
Dietrich School District	#314	*Creating and Using Technology - Integrating Unit Lesson Plans*	This project enticed teachers to begin serious integration of technology into their curricula. It used a proven model of teacher motivation. It was designed to directly impact student achievement of higher academic standards. The technology plan portion of our School Improvement Plan was updated. It used pre- and post-testing to evaluate technology-based learning. Busy teachers were given incentives to integrate technology into some of their favorite teaching units. They created and used technology-integrated lesson plans that used pre- and post-testing of students. Results of the student testing were analyzed for trends and reported. The District developed a standard format for these technology-integrated lesson plans and published them in a volume suitable for distribution to other teachers.	This project is completed. The technology plan portion of the school's School Improvement Plan was updated. The Regional Technology Coordinator at ISU approved the technology plan. A summer workshop was held for Dietrich teachers. A standard format for technology-integrated lesson plans was developed. Teachers responded to incentives and produced technology integrated lesson plans, using the standard format. Paper versions of the lesson plans were assembled into a bound document. Many lesson plans were in electronic format and were posted on the school's website at: http://www.sd314.k12.id.us/OurSchool/LessonPlans/LessonPlans.htm.	Teachers integrated more technology into their curricula than ever before. Students used technology as a routine part of their school day. **Hardware:** This grant provided no hardware directly. The work on the school's technology plan resulted in an approved technology plan, which made the school eligible for Albertson Foundation Opportunity I Grant, which provided a significant amount of hardware to the school. **Software:** For every technology-integrated lesson plan that teachers turned in, they received a "coupon" to buy computer software with. Purchases varied with teacher needs, but included CD-ROMs of science software, more Accelerated Reader tests, remedial software, speech recognition software, classroom project software, job simulation tools, and web page design software. **Connectivity:** This grant provided no additional connectivity, none-the-less our educators and students are "connected." Every computer in the school district is	Part of this grant effort was the collection of pre- and post-testing data. Students were given pre-tests before a technology-integrated classroom lesson. Then, after the lesson, they were given a post-test. Of the lesson plans turned in by K-12 teachers, 46 reported pre- and post-testing data suitable for tabulation in this report. On the average, students scored about 35% on pre-tests (range = 0 to 84) and 88% on post-tests (range = 30 to 100). In every case, students showed evidence of learning. The average improvement (post-test compared to the pre-test) was about 53 percentage points (range = 13 to 90 points). Teachers were also learners in this process. They gained experience with technology as they integrated it into their lesson plans. They saw how students reacted to technology and how much the technology helped them teach their lesson objectives. A general improvement in teacher technology competency was evident. Technophobia began	$65,000	$65,000

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					connected to the district's local area network and to the Internet. All faculty, staff, and students in grades 7 through 12 have their own network login rights, electronic mail account and access to the Internet. Grades K-6 have classroom login rights. **Professional Development:** This grant was part of the District's educational technology initiative and focused on teacher development. It gave teachers a chance to earn more college credits. As teachers adopted technology into their professional work, their efforts were recognized at monthly celebrations of success that we called "Chat, Chew and Cheer" sessions.	to abate. Dialog between teachers about technology techniques became common. There was a sense of anticipation for the next year, especially since the Albertson Foundation grant is putting "media-rich teaching stations" in every classroom. Teachers sense that they will have powerful new ways to get their lesson objectives across to students.		
Madison School District 321	# 321	*Students Acquiring Technology Competency (SATC)*	This project was designed to strengthen and deepen student learning in Curriculum content by developing and implementing a viable articulated scope and sequence curriculum for ***Students to Acquire Technology Competency***. With this project, an articulated curriculum will be established for teachers to follow that will ensure students acquire technology competencies in an organized and systematic format. With this approach, we will strengthen and deepen student learning with extended applications between grades as well as beyond high school - thus giving them greater ability to apply software applications in solving problems and in producing products. In addition, the project will provide a more	The project has been completed as planned. All funds have been expended. The student technology competencies have been written and published using 24 cadre in consultation with Dr. Carolyn Thorsen. In addition to meetings directly with the Cadre and Dr. Thorsen, we held an on-line conference with Dr. Thorsen using the high tech lab at Madison High School while she was in Boise at the Albertson Foundation. This proved to be a very productive meeting using the latest technology.	This project has proved a solid curriculum for learning with technology. We have held a technology fair that we choose to call Curriculum Technology Fair. We have our district WebDB in place to evaluate the impact of technology on learning. We have 24 well trained cadre to implement the standards we want of students. Our main goal is to strengthen and increase learning by using technology to its best advantage and with a document in place that identifies the competencies students need, this will have a much greater impact in the overall learning environment.	We now have data available that shows the progress students are making using the data from our WebDB (an Oracle Database) Our district website can be accessed at the following location: http://d321.k12.id.us Having this data is going to have a major impact on learning with its powerful data manipulation capabilities. We recently returned from a National Conference on Technology Assessment in Washington DC where we learned that everyone is on the verge of having assessment data to show the impact that technology is having on student learning. With this project, we feel we now have in place a structured effort where students can acquire technology competency and then show the results of their learning. Using our district	$99,313	$99,313

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			structured approach that develops the skills needed to effectively use technology in learning specific standards, particularly in reading / language usage and mathematics			WebDB (an Oracle Database), we are tracking student learning using the IRI (Idaho Reading Indicator), NWEA Level Testing, Observation Surveys, and ITBS scores. We require teachers to submit documentation three times during the year that demonstrates how students are using technology in learning. In addition, we have a Curriculum Technology Fair each year to further demonstrate what students are doing. The SATC project has brought structure to this process and will ensure students have the necessary competencies needed to strengthen and increase learning in all aspects of their education. To show the effects, we do have this data available to teachers and any one who wants to view the results. We also have artifacts produced by students and submitted three times a year. The Cadre of 24 teachers provide leadership to their building as they instruct teachers on students acquiring technology competency.		
New Plymouth	#372	*New Plymouth Kids Count: A Webbed Adventure in Math*	The project, directly involving twelve classrooms and over 250 students in grades 1-5, emphasizes math critical thinking skills, problem solving, and math webpage design. Classroom computer mini-labs, math skills software, webpage design software, and presentation equipment will facilitate the grant's intended learning outcomes. One of project's long range goals is that these activities will evolve into a total elementary school	The status of the project is ongoing. All classroom computer mini-labs are in place and being used daily. The presentation equipment is all installed and working properly. Infrastructure and facilities were upgraded with seventy additional Ethernet drops and three new switches, so all mini-lab computers are now networked and can access servers, network printers, and the Internet. All software has been purchased and installed, and every teacher in the	The project has directly impacted the math curriculum, helping teachers focus on extended learning activities which can be enhanced through technology. The necessity of installing and using all this new hardware, software and presentation equipment has also helped teachers form their own learning communities; the "jigsaw" strategy of knowledgeable learners helping others. They are extending this technique to	Narratives illustrating the positive effects of the project on student learning and achievement, are evidenced in the following excerpts from interim reports to the project leader: "This project has brought much more focus to math in our district. Our software seems to match well with our curriculum goals and so we are constantly reinforcing skills in a very motivating way. Most parents I've talked to think it is very important that their	$99,596	$99,596

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			program, including G/T, Special Education and Title One, by the school year 2001-2002. *Intended Learning Outcome:* • *Improved math scores in grades 1-5* • Enhanced comprehension, critical thinking and problem solving skills in grades 1-5 • Increased math literacy through writing and multimedia projects Student Learning Objectives: The project calls for computer mini-labs, used in a classroom centers approach. Students will interact with appropriate software designed to accompany teacher designed NCTM strand lessons, and demonstrate higher-order thinking skills, math literacy and enhanced open-ended problem solving. Project students will take pre/post tests on strand lessons and also help design an Internet website called *New Plymouth Kids Count: A Webbed Adventure in Math*. An advantage to the district will be that even elementary students outside of the designated project rooms will have access to the web site, in order to interact with thematic activities, help critique the content, and take part in the online NCTM strand lessons which have been prepared for their grade level. Albertson College of Idaho Education Department's preservice teachers will provide math mentoring activities for 5th grade project students.	project has administered at least one pre/post test to track software impact in a chosen math strand. Additional comparisons could be made with this data, as some teachers used an identical math strand emphasis and software application, but differently constructed pre/post tests and/or practice session structures. Pre/post tests for the current year are already being designed and implemented, with more teachers using control groups to help ascertain the impact of software intervention in building math skills. Teachers have attended three workshops on web page construction and have designed one or more math strand problems to be placed on the project's web site. This site is in its beginning stages and can be accessed via Albertson College Education Department's Renewal Network web page. It will also be linked to the district web site, being developed this semester by district technology staff and high school students. A technology fair, Byte Night 2000, was held this fall, with attendance of over 200 adults. Every project teacher had a class product and/or presentation to view. The project has been featured in local newspapers and district newletters throughout its implementation. Teachers have begun instructing students in web page design and are having their classes interact with the	classroom management issues and many teachers are giving students a greater role in managing the technology themselves. Teachers have reported that this second year of having mini-labs is running more smoothly because they are more comfortable with the software and classroom management issues. Students are also much more competent in utilizing the equipment and much less time is spent teaching the basics of computer use. Surveys filled out by adult visitors to the Byte Night 2000 technology fair showed a very high rate of satisfaction in the technology being provided and the obvious curriculum integration of this technology. This sub-grant has helped our district work towards attaining the President's four pillars of educational technology in the following four areas: **Hardware** - The hardware purchased though this grant has helped reduce the "student-to-Internet connected computer" ratio in project rooms from 24:1 to 5:1. The overall student-to-computer ratio in the building is now 4:1. **Software** - The software purchased through this grant has helped the district enhance and assess its newly designed elementary math program and reach its goal of integrating technology throughout the curriculum. **Connectivity** - Receiving this grant drove the decision to apply for eRate funding to complete the elementary	children are using technology and using it within our curriculum – not as a separate subject." "The students liked software that printed a certificate showing they had passed a level, so they could take it home and show it to their parents." "The students in my class last year showed much enthusiasm getting to use the computers. The hands-on experience creates a positive climate in the room." "Having the Internet connection and Net T.V. in my class has truly impacted my units of study. For example, we did several math activities with the Iditarod. Having the Internet has opened up a whole new area of learning for my class that I didn't have the time, money, or energy to gather myself. I feel that my students have improved in math and other subjects because the Internet provides immediate access, up to date information, and a different way for students to acquire information." "Students learn how to use different programs at a faster rate because I can demonstrate the program over the Net T.V. for all to see and interact with, as opposed to me walking to each computer and instructing each individual student." "The main effect I've seen in the culture of my classroom since using this technology is the cooperativeness the students have with one another. They are more willing to be partners when they get to use the computers. They are		

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
				Kids Count web site. The Junior Web Masters classes have been implemented and student representatives from each project room are receiving extra tutoring on designing web pages. These interns will then train their peers in web page design, as well as introduce their classes to additional Internet web sites, providing a rich resource for material to be integrated into the regular curriculum.	building's long term LAN wiring plan. eRate funding allowed major connectivity capability upgrades for our classrooms. The net result has been a comprehensive system of Internet access, plus file server access for networked software, and administrative student record management. This project has required teachers to become competent on three levels: hardware usage, software implementation, and classroom management techniques for the successful integration of technology. **Professional Development -** The professional development aspect of the project is ongoing. The teachers "buy-in" to the project's need for constant training, both formal and informal, has been a crucial factor in its success. It has brought a level of commitment far beyond our State's requirement of earning a competency certificate in technology.	more than eager to help someone in need of technical assistance. They are also, in general, more interested in the subjects we are learning. They love the math programs and are challenged by the tiered leveled practices." Our district will be administering the Iowa Test of Basic Skills the first week of November this year. We will be able to compare math achievement levels by December. Our original goal was to move from the current 41% - 48% range to the 50% and above range for grades 1-5. STAR Math, Advantage Learning System's computerized assessment program, was purchased for use with this project and was given in March and May of 2000. This established baseline data for the project and the test will be given two more times each year. STAR Math was also purchased for the middle school, so students' progress could be tracked for several years beyond the elementary setting. Our outside evaluator, Dr. John Mergendoller of The Buck Institute for Education, is currently gathering data and will be preparing reports on this project throughout the next two years. Other products available at the end of the current year will include more teacher designed pre/post test results, 4th grade Direct Math assessment data, student/parent surveys of web site activities, the SDE's Direct Math assessment data, a collection of student web page math problems, and evidence of		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
						collaboration on math projects with Albertson College students.		
Fruitland	#373	*Improving Student Math Skills*	Student math performance in the Fruitland School District was not at an acceptable level. To remedy this situation, the Accelerated Math and STAR math assessment programs were introduced in all classes grades 3 through 8 and in the high school in Basic Math, Pre Algebra, Algebra I & II, and Geometry. Teacher training was provided, curriculum alignment was conducted, equipment and software was purchased and installed, technology classroom aides were trained, and students and parents were educated on the features and goals of the program. This is the second year of this project. Standardized test have not been given to provide familiar evaluation of the project, but the STAR grade equivalency report on the high school last spring indicated a 4.1 years growth in the 246 students in the Accelerated Math program.	Staff training, for Accelerated Math and STAR Math Assessment, was completed in May 1999. A trainer from the Institute for Academic Excellence[1] conducted an intensive one-day training session on the application, operation, and evaluation of the Accelerated Math and STAR programs. Accelerated Math is currently being used in grades 3 through 8, Pre-Algebra, Algebra I, Algebra II, Pre Calculus, and Geometry. The STAR math assessment software performed well and the teachers seem to be comfortable with its operation and the student placement results seem to be valid. Grades 3 through 8 are increasing the use of Accelerated Math as confidence grows. With the exception of Calculus, all of the math classes, including Special Needs, in the high school are using Accelerated Math exclusively.	Teaching to mastery and the changes in the role of the classroom teacher were two of the interesting bumps in the road that had to be resolved. Some parents and students were not to receptive to the idea of having to know the material at 80% or more before moving on verses the old "seat-time" requirement. Changes had to be made to the existing grading method to allow for mastery. Night math classes and summer classes were initiated to provide an opportunity for the slower students to master the required number of objectives for the respective classes. The role of the teacher changed from the center of attention lecture everyday person to a one-on-one or mini lesson provider. This is a big change for students and teachers alike, but a good one. The students are allowed to proceed at their own pace, which they love, and are encouraged to research and discover solutions to unfamiliar material instead of waiting for the teacher to tell them how to work a problem. This is a wonderful real life skill that they are readily acquiring. The students also like being able to scan their own answer sheets, bubble cards, and to receive their results immediately. When they receive the printed report on their work they are very diligent in assessing the problems that they missed. Students like to succeed and this program not only	Student attitude is the most visible change brought about by the introduction of Accelerated Math. Students that have "never liked" math are now mastering objectives and doing well. During a parent conference, I had two sets of parents tell me that never before has mastering math objectives been a dinner table topic of conversation…they were impressed with the impact of the program and excited for their child. Base Line testing, for the Level Testing, was done for grades 3 through 6 last year. These students were tested again in the spring to evaluate the impact of the program. This level testing is not being continued because of the current overload of testing. The STAR assessment and ITBS tests will be administered to provide evaluation data. This project is still relatively new so it is still somewhat difficult to obtain measurable results.	$99,915	$99,915

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					encourages success it demands a demonstrated level of accuracy of at least 80% on practice, test, and review problems before an objective is recorded as mastered and they are allowed to proceed to the next objective. The students really like the Accelerated Math approach, the teachers are still adjusting to being pushed out of their comfort zone, administrators are guarded because it is new and different, and parents are excited about their children being excited about math. Addressing the President's four pillars of educational technology: **Hardware** - This grant enabled the Fruitland School District to place a computer, scanner, and printer in all classrooms grades 3-8, Basic Math, Algebra I & II, Pre-Calculus, Geometry, and three Special Needs rooms. Some 2^{nd} grades are using it also. **Software** - Accelerated Math and the STAR math assessment programs were installed on the file servers for the Fruitland Elementary, Middle, and High schools. This facilitated the use of these programs in all of the involved classrooms as well as being available in the computer labs for group testing. **Connectivity** - This project originated from the success of the Accelerated Reader program that led to Internet sites that promoted the possibilities of improved student mathematics performance using the Accelerated Math program.			

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					Being able to readily connect with other teachers across the nation that are using Accelerated Math, has provided the impetus to proceed. When problems occurred, the capability to email technical support and to send attachments of problems as well as the capability for them to send "patches" to repair problems was critical to the implementation of the project. **Professional Development** - Training has been provided for the staff in the operation and integration of Accelerated Math, STAR math assessment, and the evaluation of student math performance using Level Testing administered by the North West Evaluation Association[8]. Last February, representatives from each building area and administration attended the National School Renaissance Math and Reading conference. This was a very valuable learning experience from the knowledge acquired in the work sessions to the personal contacts made with other teachers using the programs. Next March, representatives from all grade levels 2 through 12 and administration will attend this conference.			
Mullan School District #392	#392	*Lightspan Achieve Now*	The purpose of the Lightspan Achieve Now project for John Mullan Elementary is to connect our teachers with students and parents so that communication and learning occurs not only during the school day but also when the child goes home. It has been found family background and parent involvement account for	We are now in the second year of our Lightspan Achieve Now project. In the first year of the project students were loaned the Sony Playstation during the first week of school. Parents at an orientation meeting picked up the Playstations. During the course of the school year teachers assigned certain CDs for the student to	The project has impacted our curriculum as anticipated, by extending the schools learning environment to the home, leveled the learning curve between the students that have technology and those that don't, and created learning interaction between parents, students and teachers. Teachers have been given a	At the start of the project Lightspan administered a pre-test and followed up with a posttest upon completion of year one. The data was collected and Lightspan gave us the results that were very impressive, especially in grades k-4. There were significant improvements across the curriculum. We just	$98,690	$98,473

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			far more variation in school achievement than do variations in school characteristics. By obtaining the Lightspan Achieve Now program parents will become more involved with their child's learning; thus involving the parents in the learning process. Lightspan is a national Comprehensive School Reform Model designated by the U.S. Department of Education's Northwest Regional Education Laboratory. The program consists of reading and math software that is developed to be used on a Sony Playstation. These units will be loaned to each elementary school child's family that attends our school; teachers will then teach lessons related to assignments that students would play at home.	take home and practice for the week, which supplemented their curriculum. During the final week of school the Playstations were collected from the students and stored until the start of this school year. This year the Playstions were again checked out to students at our open house the second week in September and teachers are again using the CD's to augment their curriculum.	homework replacement tool that truly generates student enthusiasm toward learning. Our Administration has fully endorsed the implementation of Lightspan Achieve Now and has made it a required part of the curriculum. The community is also very appreciative of our district efforts to bring technology into our student homes that didn't cost local taxpayer dollars in our depressed economy. The project provided technology hardware for all elementary students. (The Sony Playstations) It provided software for the hardware. (The educational CD's that supplements our existing curriculum) Provides a connection between the school and student homes. (The Playstations and games are taken into the home environment) Lightspan has provided our staff with professional development to assist our staff in implementing this project. (Numerous onsite professional development session were provided during the first year and two more session are scheduled for this year.)	received our 10-week review for year 2 and as you can see from the attachment we scored very high. Last year was an exciting time for John Mullan Elementary due to the implementation of the Lightspan Achieve Now project. Students showed a rejuvenated interest in learning using this new technology. There comments ranged from super to fantastic and then to thank you for giving us this opportunity. Even this year parents thank me in passing for giving their children this opportunity.		
Avery/Calder/ Clarkia	#394	*Web Journey on the St. Joe*	Technology integration was the clear focus of this project, from conceptualization through implementation. Technology tools and Internet resources, both existing websites and one for the project, were used to enrich the district curriculum in several subject areas, using hands-on experience with the rich environment of the St. Joe River and area communities. Through project-based	The initial teaching of the modules is complete. The web site (http://www.uicda.uidaho.edu/avery/joe) is still a resource for curricular information links and a library of pictures for the students and teachers to access at any time. Students are also working on improving and editing the brochures they created in the tourism unit for a second printing.	Students in this very rural setting had little background on the module topics when each was initiated, as shown by their inability to answer most pre-module quiz questions. On Water Quality, students scored substantially higher on the post-test. At the end of year interviews, students were very articulate and coherent about what they had learned on both the curricular themes and	Considered collectively, there is substantial evidence that students grew in their curriculum-related knowledge and understanding, and in the use of technologies. Some concepts would have been very challenging for children in such a rural setting, but the local experience, hands-on work, and community connection made those larger concepts and ideas have more meaning and be more easily	$36,800	$36,800

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			learning, the project intended to use technology to study water quality, the railroad, local history of their communities, natural history, timber, mining, and tourism industries. The project also gave access to the project's website to all students in their homes. Students checked out a WebTV unit, Internet ready, which connects to the family TV and phone lines. By this means, the project facilitated greater involvement of family members in students' homework. To promote teamwork and the use of the current curriculum as the setting to technology integration, the facilitators met with teachers to get the next six weeks' classroom goals, before developing/ fine-tuning each module.		technology. Their module products were impressive to parents, community and visitors. For Water Quality, each student put together and built a PowerPoint multimedia presentation or a tri-fold information presentation about the water on the St. Joe River. In the Railroad module, students learned about the railroad, timber, fires, education and other topics related to the local history of Avery and Calder. One result was a *then and now* project, in which old photos were a starting point for taking a new photo and comparing the two in terms of how the town and surrounding area had changed. The product for this module was a multimedia presentation using HyperStudio. In the Tourism module, students (who initially didn't know what a brochure was) each developed their own 3-fold brochure on something about their community. Twelve students from Grades 4-8 participated in the final module in early summer, learning to tell a story using digital images and digital video images. The students developed 3-5 minute videos on a local historical topic. These videos were then presented to the community at the end of the module and were very well received. **4 Pillars** **Hardware** - The computers and peripherals purchased enabled the computer to student ratio to be lower. **Software** - The new multimedia software allowed students the opportunity to	understood. The recurrent contact with community members and students' learning of the local history (that occurred because of the more in-depth study) were well received by parents and community members at large.		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					build a multimedia presentation on various local historical topics. **Connectivity** - The WebTV connectivity provided for our remote students gave them opportunities explore and learn new information from the Internet. **Professional Development** - Our teachers were provided with one on one and small group technology and curricular professional development opportunities throughout the Web Journey on the St. Joe modules.			
Hansen School District	#415	*Technology Integration 2000*	The Technology Integration 2000 project was designed to accelerate the pace of technology integration by building on successful elements of previous projects. The activities for this project were: 1. An aide to give direct hands-on technology support for teachers in classrooms and labs. 2. A new writing lab used for student writing in language and social studies classes. 3. Summer "computer camp" programs for students. 4. After-school computer workshops focused on special needs students, and evening workshops for students and community members. 5. Weekly mini-seminars and on-site technology courses (for staff). 6. Social studies enrichment through new software for student research and classroom presentations.	We hired our new technology aide in August of the 99/00 school year. This aide worked full time during the 99/00 school year giving full time hands-on support for staff and students. This gave us an Aide at both schools. The writing lab is completed, and is in use daily. The summer computer camp continued for a third year. The computer camp for summer of 2000 was covered by these , Goals 2000 funds. After-school workshops continue in conjunction with Title I. We have 4 sessions per week, which are full. The mini-seminars are in full swing; these seminars are held weekly and are presented by staff members at both the Elementary and High School level. We are continuing after-school courses for college credit. Social studies enrichment and software purchases are complete. Teachers have received various software titles.	This many-faceted project has impacted almost all staff and students of the school district in one or more ways. It has increased student access to technology through hardware and software resources. The increased support has encouraged teachers to incorporate more technology into their lesson plans. After school programs have helped Title I reach more students, and have helped increase community awareness and involvement. In terms of the "four pillars" of educational technology: **Hardware.** Our new writing lab greatly increases the availability of computers for student writing at any time during the school day. **Software.** The social studies enrichment activity has more than tripled the number of software selections available for classroom teaching and student research. **Connectivity.** The new writing lab is fully networked, for shared access to local	The project grant application described several areas in which we would measure positive effects: **1. High utilization of technology resources.** The elementary computer labs remain in use by classes over 90% of the school day. The high school lab has gone from less than 25% usage (1998-99) to almost 70% usage in the past year. The writing lab is use by classes close to 50% of each day. **2. Effective use of technology for classroom teaching.** Portfolios are well developed at the elementary school; many teachers have created lesson plans and thematic units that have been placed in a database for use by other teachers and staff. Each teacher has implement technology-based lessons as part of their class. These include multimedia presentations, student research,	$35,897	$35,894

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
					resources. This facility also frees up computers in the main lab for student access to the Internet. **Professional Development.** The aides at our two schools provided essential hands-on assistance to staff in their daily use of technology. This was the most important contribution toward helping teachers and administrators become comfortable and productive in their use of technology in the school. With this support and with the after-school courses and seminars, our staff members are well on their way to becoming independent users of educational technology.	and use of educational software. Assessment: The above information was gathered by tracking teachers as they indicate technology-based lessons on lesson plans, and reviewing portfolios that show their use of technology in teaching. We have surveyed staff and students to assess interest and effectiveness of technology-based lessons. **3. Increased student interest and involvement.** Students are showing increased interest and involvement, indicated by reduced absenteeism, completed assignments, and class participation. Assessment: The above information was gathered from a survey of the staff regarding the indicators listed above, and a survey of the students regarding their perceived interest and involvement. **4. Parents and community involvement.** Community members continue to show increased involvement in the schools and have an increased awareness of school activities. Parents have been more involved with what their children are doing in school. Parents and community members alike have attended the after school classes and seminars, these events remain open to the public. Assessment: We have observed participation in activities such as PTO, school improvement meetings, computer workshops, and scholastic fairs. We have		

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
						surveyed parents to assess their knowledge about their children's activities in school. **5. Performance on standardized tests.** Students continue to show increases in performance on tests such as ITBS and TAP, as well as other internal and external tests. Assessment: We observed trends in ITBS and TAP scores. We tracked DWA and DMA overall performance. We used scores from S.T.A.R. and other internal tests. **6. Social studies enrichment.** There are assessment components specific to the social studies initiative. We are tracking National Stanine scores at grades 7 and 9, as well as social studies sub-test scores from the ACT. We continue to survey teachers regarding increased writing skills demonstrated in social studies classes. And survey students regarding their interest level, as well as their use of technology in social studies classes and assignments.		
Castleford	#417	*Level II Reading*	The requested amount was used to purchase the hardware and software related to year two – Level Two – of the Waterford Early Reading Program. Waterford Year One – Level One – had been previously purchased for the school district by the J.A. & Kathryn Albertson Foundation and had been judged to be tremendously successful in helping young elementary	Teacher training was accomplished near the start of the year and Level I has been used for a comparable period of time. Reports for each child are produced weekly and for the entire class monthly. The project is on-going.	Castleford is using Waterford as a key, separate component to the early elementary curriculum. It is working well – even though we have a challenging situation with very high E.S.L. and poverty numbers. The administration feels our early reading skills are easily the strongest they have been in several years. Students also receive exposure to	The "reports" document both significant (individual and class learning growth that equals at least one year, in one years time) individual and class progress and overall growth at Level II. Teachers, administrators, and the local school board have considerable first hand experience with this project and they have announced unanimous approval. There	$47,250	$47,250

Appendix A: Goals 2000 Sub-grant Awardee Final Report Summaries, FY 1998

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget	
							Award	Expended
			children learn to read. Waterford is a model of computer based learning. It adjusts to individual level and has a variety of tracking and reporting aspects associated with it. Waterford Level Two is a First grade Program. The requested technology was purchased immediately upon receipt of the funds. It was added to the "Albertson Spectrum" in a room which has been named the "Waterford Learning Lab". We have since added Level III, and the room is being used all day long.		computers at a remarkably early grade level: K, 1, 2. Four bulleted statements concerning the Presidents four pillars of educational technology are below: **Hardware** – Waterford is based on state of the art, child-friendly computer and accessories. **Software** – The crux of the program; it is internationally renowned. **Connectivity** – Internet aspects for teachers allows further lessons – beyond the lab experience – to come into the classroom. **Professional Development** – Teacher and aide training is part of the "package" and assistance calls are encouraged.	have been several, very positive newspaper articles concerning the project.		

---

[i] The Institute for Academic Excellence
Wisconsin Rapids, Wisconsin

[ii] North West Evaluation Association
Portland, Oregon

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
Snake River	#52	*Model Smart*	An exciting project to help junior high students excel in writing achievement. This innovative idea puts to work the same document imaging technology used in the corporate business world. These systems, working in concert with SmartBoard technology, extend powerful modeling methodologies to educators during meaningful writing instruction. Students have seat-work access to this potent system, as they showcase their creative accomplishments to peers, parents, teachers. Users can work the system applications from any location in the school building. Impressive document storage capabilities offer superb methods to observe student progress. MODEL SMART, a smart way to model excellent writing.	We are currently receiving all ordered supplies and equipment. Our school district technology personnel are working on completing installation.	The major impact this project has had on curriculum is the increased amount of interest in the advantages technology offers to instruction. Many of our teachers have thought about and discovered interesting ways to better present learning materials to students. At this point, project *Model Smart* has not progressed to the point of students getting as much hands on use as is planned, however we are gearing up for heavy student use in the near future. Another unexpected advantage that this new project has provided is the use of these technological tools for professional development among our faculty members. The same tools that are used to create better learning systems for students have proven themselves useful when providing inservice training for teachers. We hope to continue to demonstrate good teaching with technology and promote innovative instruction.	The *Model Smart* system is not totally functional, so it's difficult to measure the effect of the project at this point. Because of the delays in full implementation, we have had to reexamine the methods we will have to use to accurately measure the effects on student learning and performance during the current school year.	$100,000
Firth School District	#59	*Language Arts Integrating Technology*	This Language Arts Integrating Technology project was designed to focus on providing all students in the Firth School District with spelling, grammar, and writing instruction using mini-labs of 5 computers. The teachers of these classes received training and ongoing support in the implementation of this project through Idaho State University and the building tech aides. Appropriate and effective software in these curricular areas was purchased and integrated into the curriculum area to provide more individualized instruction and practice to meet the needs of students with a variety of learning styles, disabilities, and language barriers. This project has raised the level of language arts skills for our students. Writing mentors worked with out students to motivate them in their writing.	The Mini-labs were purchased and installed in the classrooms in the Fall of 1999. CCC and writing software was purchased and installed on the network for the mini-labs. Training began in August of 1999, with a 3-credit class offered by Idaho State University. Workshops were held for all language arts teachers on 12 occasions; with 3 of them being all day training with substitutes provided for the classrooms.	This project has had a positive impact on all of the students in the Firth School District. Technology, through the mini-labs, has been integrated into all language arts classes. It has helped move the district toward attaining the President's four Pillars of Educational Technology in the following ways: **Hardware** – Each student has a language arts class where they can use computers to create multi-media presentations, write essays, research the Internet, and learn English through the CCC Language Arts software. With 5 computers in each language arts room, and the classroom computer bringing the usable number to 6, the ratio of computer to student is 3:1 to 4:1. With many projects teaming students together, the ratio becomes even better. Each Mini-lab is networked to a printer in the classroom for easy printing of student projects and also for tracking students on the CCC. **Connectivity** – The Language Arts mini-	This Language Arts Mini-Lab Project has been very successful in getting students and teachers access to computers in their classroom, making their use more effective and efficient. Teachers and students report more writing assignments made. One example is the 8th grade English teacher, who has the students writing three times a week on the computers. They prewrite, edit, and complete a finished product weekly. Their skills have greatly improved. Although the most recent available scores for ITBS are from 1999, when the project had been in effect for only a few months, we did see a rise in spelling scores. The	$100,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				Other days of training were provided on Saturdays and through the summer, so teachers wouldn't have to be away from their classes any more. Leslie Jernberg, a technology aide who is working on her Masters in Technology, provided ongoing support. Some teachers were sent to a Microsoft workshop. The administrator received training on the SPSS statistical software purchased from the grant through the CBTs. Students use the mini labs to practice spelling words, write essays, research on the Internet, create multi-media presentations, write school newspapers, write letters, poetry, etc. An additional grant provided AlphaSmarts for all students in the 3, 5, 7, 9, and 11 grades. These labs are used to download writing from these and edit and add graphics. Students learn basic language arts skills from our CCC language arts	labs are networked together and also connected to our LAN and WAN for Internet Access so they can be used for research, E-mail, etc. These mini-labs are also useful to download text from our AlphaSmarts. This makes student access to computers even greater. **Professional Development** – Idaho State University provided staff development for all Language Arts teachers in the Firth School District. Because all elementary teachers teach language arts, they were all included in this training opportunity. These workshops were held in August to begin and then January 31, February 14,15,16 (all day), March 2, March 18, March 30, April 13, August 16 (all day). On site support was provided by our technology personnel and was on going. Additional training was provided the SPSS Curriculum Based Training, and a Microsoft Workshop. Teachers learned Microsoft word, some database and spreadsheet, Internet research, and techniques in teaching language arts skills. **Software** – The Mini-labs are an ideal environment for using an individualized program like our CCC Language Arts software. Students are given individualized instruction with the CCC Management System selecting those exercises based on their demonstrated strengths and weaknesses in each skill area. Microsoft Word is used for word processing throughout the district so students are able to take their skills from classroom to classroom without needing to learn a different process. SPSS software allows administrators and teachers to evaluate the program and student progress based on hard data gathered through testing and surveys.	3rd grade went from 47% to 53%. The 5th grade moved from 42% to 47%. The 7th grade went from 46% to 48%. The Direct Writing Scores improved in the fourth grade with 74.2% of the students scoring a 3 or above, which is an increase of 13.7% over the score from 1998. The 8th grade also improved with 82.6% scoring 3 and over which is an increase of 30.9 % over last year, which was 51.7%. In a survey of our patrons in the Spring of 2000, 95.8% reported that their students technology needs were being met. The rating was 4.447 out of 5 with 5 being excellent. 92% of the participants reported believing teachers teach using technology and programs that work to improve instruction within their classrooms. 93.1% of the respondents reported believing that the teachers in the district were technologically competent. The teachers reported the belief that computers are important to education at 4.1 with five being extremely important. Students reported computers were extremely important to education and computer integrated classes were extremely important. Teachers report students are more engaged in learning the language arts skills than ever before.	

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				program. It is self-paced and is very useful for all students, but especially with special needs such as English as a Second Language, learning disabled, students with attention problems, and gifted students. This project is ongoing in providing a strong language arts program throughout the Firth School District.		Working with the computer is more intense and the students are getting more practice with their writing, editing, and final draft skills. It is our belief that we are teaching better than before and the students are learning at a higher rate. This project is now part of our curriculum.	
Camas County School District	121	*Right to Read and Write*	This project will improve reading and writing scores in the district and better serve our special needs population. *Perfect Copy*, *Co:Writer*, *Write:OutLoud*, and *Inspiration* software added on the district server will improve both reading and writing skills. Books, quizzes, Califone Listening centers, and books-on-tape will be added to our AR program. Adaptive keyboards and headphones will be purchased to further integrate technology with reading and writing. Systems to tape books and papers will assist auditory learners, at-risk students, and special needs students. Implementation of this project will facilitate teacher technology integration, assist with student assessment, and individualize student learning.	The current status of this project is an on-going process to order materials and equipment and to implement and educate both the students and the staff as the materials arrive in the District. The Listening Centers are being used in the Special Services Department, the High School, and the Eighth Grade room at present to assist students with auditory learning styles. The taping equipment is beginning to be used with the Eighth Grade English class to tape books for the AR program. As the taping process is expanded to more	As the various elements of this grant are purchased, received, and begin to be implemented within the school, students are becoming excited about alternative methods of reading by creating taped books for others. Teachers are recognizing the value of the hardware and software for the success of their students in the successful development of reading and writing skills. The awareness of different learning techniques and additional inovative software and hardware has helped and will continue to help our district work towards attaining the President's four pillars of educational technology. **Hardware:** This project has added new adaptive keyboards, taping materials, and listening centers for use within our district for special needs as well as for the general population. **Software:** The software additions to the district systems have increased the ability of the staff and students to seamlessly integrate technology into the reading and writing curriculum of the school. **Connectivity:** The addition of adaptive technologies has enabled the district to further enhance the connectivity of our	Since this grant was not approved until mid-July, 2000, the major effects and training will take place during the 2001 year as training and equipment and software are added thus enabling students and staff to more fully integrate the aspects of the grant.	$48,528.71

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				students and classes, we will assess needs and add microphones that will best suit the effectiveness of the Audio Book Creation portion of this project. At present these tapes will be available for student use in the Special Services Department. The *Perfect Copy* software has been installed on the District server and on the individual computers in the Jr. High Lab and will be implemented in the Literacy Labs in December as training and student set up is completed. One of the Intellitools keyboards and its accompanying *Intellitalk* software has been installed in the Special Services Dept. and is being used by a multi-handicapped 12 year old to provide a multi-sensory writing environment. Custom templates have been created using picture symbols for the adaptive keyboard. These templates for her recipe book and daily visual prompt schedule book	equipment to meet the needs of all students. **Professional Development:** As new hardware and software are added for this project, the professional development of the staff will increase to meet the demands to use new tools and programs to facilitate more and greater learning for all of our students.		

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				enable her to cook and write sentences for teachers and friends. Using this equipment, she feels more successful and has gained more independence. Other keyboard placement will occur as more students and staff become trained with the product and its applications. Five Copies of *Co:Writer* and *Write-Out Loud* have been ordered and received. One set has been installed in the Special Services Department and is being used at present by a 5th Grade student as a modification for her phonics and writing class. This has enabled her to work independently on writing projects, finish class assignments, and stay on task with her peers. The other four copies will be installed where needed as we receive more training in the use of the program. The remaining licenses for this program to be installed on the district server will be purchased in			

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				2001 as the company finishes the upgrade of the product to be compatible with our district NT network. The next step in this project will be the evaluation and ordering of AR books and quizzes as well as the audio books on tape. This will be coordinated with the present Elementary Library collection and the current AR book collection to provide as wide a variety of books and reading materials as possible for the different learning styles of our students.			
Melba School District	#136	*Teaching with Technology*	The Melba School District and the Basin School District collaborated to address a common need in both districts. These two small-rural districts have a vision to be leaders in using technology to enhance curriculum, instruction and assessment. The purpose of the grant was to model after the Albertson Foundation's Teaching with Technology program. This required a state of the art training facility and providing Technology Fellows within the districts. It was anticipated that the districts would collaborate with the J.A. & Kathryn Albertson Center for Educational Excellence to offer "Teaching with Technology" to districts' staff during the summer of 2000 and 2001. Furthermore, year long mentoring using Teaching Fellows would be used to assist teachers develop an electronic library of lessons integrating technology with each district's curriculum.	The project timeline as described in the original application was very ambitious and to say the least a bit unrealistic. The Melba School District is already overcrowded in most of the facilities and had no immediate room to house the new lab. Therefore, the Board of Trustee's had to find a way to make this project successful. The Board submitted bids to bring a modular classroom to free up existing suitable space to	At this time we have made progress towards attaining only one of the President's four pillars of educational technology, that being professional development.	Due to the set back in our projected time line there has been no measurable effects of the project on student learning and performance.	$149,990.87

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				locate the technology lab. The modular arrived in September and is about ready for occupancy. Once the room for the new lab is vacant the district will begin renovation. This will include bringing in a 200-amp service to accommodate the additional electrical load and putting new electrical outlets in the room to make them accessible to the computers and other equipment. The room supplies, computers, printers, and other equipment are in the process of being ordered. The furniture for the lab has been ordered from Caxton's. Of course, the training of teachers was the major focus of the project. Two individuals completed the Technology Fellow training this past summer. One Fellow from the Basin School District and one from the Melba School District. Twenty teachers from the basin			

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				School District participated in a weeklong training in the Basin School District and have been involved with their mentor/technology fellow since school began. The Melba School District just completed the first phase of training with twelve teachers. The Melba staff had the advantage of training in multiple training facilities. The first two days training was held in Melba's Business Education classroom while the remaining training time was held in Meridian Academy and Centennial High Schools' technology lab. We expect the Melba lab to be up and running by February 1, 2001. The lab will be available for the next two training sessions for Basin and Melba teachers, community members, etc. The lab will also serve those teachers who have completed phase 1.			
Glenns Ferry Jt. School District	#192	*SmartBoard Integration into the classroom*	The Glenns Ferry Joint School District is like many small schools in southern Idaho whose financial base depends on the depressed agricultural industry. In trying to keep pace with	This project is "on-going" at the present time. We have revamped our	From past experience, use of this type of technology will help the visual learner students more. By being able to see key points of the lecture and/or discussions,	The effect that this grant will have on our students and school is not available at this time. We have been	$85,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
			the technology world for our students, advanced learning and teaching techniques will be met with funding from outside sources like the Goals 2000 Grant. The SMARTBoard with a laptop and a document camera on a LCD projector is a new technology tool which will allow a classroom of students the opportunity to utilize the Internet, view PowerPoint presentations, observe graphic illustrations, and learn how to use software and/or computers in a whole classroom all at one time. Learners can improve their test scores because they will be receiving the information for their individual learning styles. The grant calls for six classroom stations each consisting of a laptop computer, a projection device, a document camera, and a SMARTBoard. In addition, the grant calls for salary and benefits for a technician and training for teachers in integration of technology.	infrastructure and upgraded some of our hardware. This project was to be a summer activity but due to delays in the ordering of the material it turned into early fall project. As configuration problems arose due to matching older, slower technology with newer, faster technology, ordering of material for the SMARTBoard was delayed. Bids were approved at the November Board meeting for all equipment funded by this grant. Ordering was completed after the Technology Committee carefully checked product specifications submitted by each bidder. We are hoping to have the systems up a running by the first of the year.	students retain the information better. The more success students feel in their classes, the more they will try to improve themselves. Success builds on success. SMARTBoard technology allows school to stretch their limited budgets to benefit more students in the classroom. This piece of hardware allow all students to see technology in action even though they don't have their own to work with at the time. SMARTBoard technology allows the teacher to use most any type of software through its system. The compatibility of this teaching tool allows teachers to demonstrate and/or teach assignments to their classes with ease. SMARTBoard systems allow teachers to connect their entire class to the Internet as a class research project. It also allows individual students the opportunity share their projects with others. Thanks to some funding from Albertson two years ago, the state set up training for schools on how to effectively use of SMARTBoards and integrate technology in the classroom. We were able to send several teachers to the training and now we were able to give them the technology to go with the training. In addition, this grant funded a technician to assist both teachers and students with the use of the equipment. The grant also provides funding for professional development through outside sources.	delayed in our ordering of the hardware for this grant. Once the installation of the hardware is completed, data will be collected to seek its benefit for our district.	
Grangeville Joint School District	#241	*First Strokes with Waterford*	This project is implementing the Waterford Early Reading Program in the first grade classes throughout the district. This research-based program uses technology to enhance the way reading instruction is delivered. The Waterford Early Reading Program provides the tools to enable teachers to supplement and individualize reading instruction. This program delivered five computers to every first grade classrooms in August 2000.	Equipment was installed and staff trained in late August. Students were using the program by mid-September. All students are involved on a daily basis. Teachers	The project provides 35 minutes of direct focused and individualized instruction of reading, reading skills, and reading comprehension activities to each student each day. It gives immediate evaluation reports upon request for any student at any time. The program is self-managing and self-regulating without interfering with the regular classroom routine and instruction.	The students entering classes this fall after using the technology program in Kindergarten were comfortable with computers and how to use them. They knew the material covered in the Kindergarten level well and scored 2 or higher on the	$100,000

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				report student success and progress is high. The number of parents and interested parties who come to see and discuss the program evidences student enthusiasm and parental interest. More parents are talking of buying computers as an educational tool for their young students. Records indicate that students are doing more home reading more regularly and with more parental involvement. The students who entered first grade with fewer skills are moving forward with increased confidence as instruction keyed to their individual needs is provided in a focused setting.	Internet access gives immediate support to any instructor as needed. The program provides a common point of reference for the teachers involved. Exposure to the hardware and the program's usefulness has encouraged reluctant teachers to seek certification in technology. The program is used after hours for remedial instruction for students in other grades.	Idaho Reading Indicator test. They are making satisfactory or better progress in reading skills and comprehension at this time. This technology seems to keep highly distractible students involved for longer periods of time on task. These students are showing more rapid growth than they have in the past. It provides guidance for specific instructional interventions for all students. This project encourages parents to seek advice and provide better quality software for their students' home use. It provides current and specific reports on student achievement that enhances the home-school connection. Exposure to the program has encouraged reluctant teachers to seek training and certification in the use of technology in the classroom.	
Jefferson School District	#251	*Looking for Data in all the Right Places*	School District #251 offers pullout classes as a part of its Gifted/Talented program. Approximately 60 students participate in three elementary classes. A strong emphasis is placed on independent study research in the 4th, 5th, and 6th grades. One of the G/T's program curriculum goals is to "Engage in activities that encourage research and in-depth learning of self-selected topics." Students need an opportunity to perform authentic research that is useful for solving real-world problems, making connections, and building new knowledge. The Looking for Data in all the Right Places project teaches the elementary students about different types of research, how to gather and analyze data, and	The majority of the equipment and materials was purchased in May, 2000. There are a few items still to be purchased. By the first week in June the technology specialists had the lab set up. During July and August, internet connections were hooked up and programs were	The project is impacting the students in the gifted program greatly. They have constant access to equipment and programs to help them with their research. They are learning new ways of gaining and organizing information. This sub-grant has helped Dist. #251 work towards attaining the President's four pillars of educational technology in the areas of: **Hardware:** The sub-grant made possible the purchase of a classroom set of laptop computers, digital cameras, scanners, cd-rom writers, zip drives and a digital video camera. The students would have	The students are eager to learn to use the computers and equipment. They are advancing quickly and most of them are using word processing. They can open and use programs such as *Publisher*. They know how to access the internet and search for information. After the fourth graders had their first exposure to using the internet for a search they wanted to know, "Can we	$43,197

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
			what to do with it in order to answer their research questions. Students are learning to make connections between their background knowledge and new information. At the same time the project integrates the use of technology into every step of the research process.	loaded onto the computers for the students to use. In August I prepared a pretest measurement which was given to the students the first class period. In August and September parents were informed about the project and the new equipment which is being used for it. During September and October the students have been familiarizing themselves with the new computers. They have started learning and using the *Inspiration* and *Organizing Thinking* programs. Up to November 1^{st} the students have been using the equipment and programs to conduct a base one research project. This is continuing through the month of November.	only had access to seven computers without this project. **Software:** The sub-grant helped purchase software to teach the students about organizing thinking, graphing data, statistics, and publishing. **Connectivity:** All of the computers provided in the sub-grant have constant internet connections, so the students can access information at any time for their research. **Professional Development:** I received my state technology competency in 1999, but now with the availability of the new equipment I will need some multi-media training in order to teach my students how it all works together. Dr. Jann Leppien teaches how to use authentic research and some of our district's teachers have attended her workshops.	do this again next week? This is so cool!" They are excited to know they have a computer they can use whenever they need it. Ideas are no longer put on hold while waiting for a turn to use a computer. The students are excited and serious about using the equipment and programs. We aren't very far into the project, but it is already a big success.	
Jerome School District	#261	*Principles of Science – A Virtual Classroom*	Together, the Jerome School District (JSD), and the Hagerman Fossil Beds National Monument (hereafter Fossil Beds) are participating in a science, history, and technology e-learning project. The goal of the project is to make the study of science, cultural issues, and technology, contemporary and relevant. Specifically the objectives of the project include: Explore and implement interactive video and electronic support strategies in selected classrooms and the Fossil Beds classroom to allow student access to experts and ongoing	The project participants are currently working and/or have accomplished the following main objectives: Exploration of technical capacity for linking the school district network to the	This project is currently in the preliminary stages of impact. Evaluation of equipment, building network partnerships, and preliminary training for teachers has taken time, but has positively increased the knowledge base of participating staff and allowed the district to make the best possible decisions concerning equipment. The emphasis to date has been in building collaborative partnerships with the Fossil Beds, Hagerman High School, and the	Project effects on student learning and performance are difficult to measure at this stage in the project since we have not yet implemented the full scope of the project. The equipment will be purchased after this report is filed and is not yet a contributing component of the teaching and learning	$100,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
			scientific experimentation and research. Expand the statewide potential for video/e-learning with a junction between the ARTEC and Albertson private networks located in JSD. Evaluate hardware, software, and teaching models tied to e-learning to discover which delivery methods and systems are best suited to effective learning. Collaborate between teachers, students, school districts and agencies to share expertise, teaching and learning resources, and work cooperatively in scientific research through the use of the "outdoor" classroom.	Fossil Beds classroom has been accomplished, with a preliminary decision to link the district to the existing video network at Hagerman High School, and then across the street to the Fossil Beds. The physical link to the Fossil Beds Visitor Center will be implemented during the 2000-2001 school year. Evaluation of hardware, software is ongoing. Appropriate video conferencing equipment and software have been selected and purchases of these items are planned for the month of November 2000. Student interns from the district's technical training center will install the Fossil Bed's equipment when the equipment arrives. Evaluation of teaching models and the quest for collaboration is ongoing. Teachers from the district and Fossil Beds representatives attended a two-day workshop in distance learning strategies sponsored	district, to construct the physical connections so that all can communicate using video. These positive relationships and the preliminary curriculum work ensure the success of the project and the impact in the future. Specifically, the project has impacted the district in the following areas. **Hardware** – the district has been able to evaluate and choose video conferencing equipment for purchase for this project that would not have been purchased without the grant funding. The equipment is innovative in nature and serves as a model and vehicle for other distance learning opportunities in the district. **Software** – the district has been able to evaluate and choose software appropriate for video conferencing for this project that would not have been purchased without the grant funding. The software will provide an interactive learning environment for students and teachers and enable collaboration between students and Fossil Beds scientists. **Connectivity** – the district has been able to establish a partnership with the Fossil Beds and the Hagerman School District to link the facilities to enable video conferencing between the three entities. This relationship has the potential to grow into a much larger partnership as schools in the area are added to the ARTEC network of distance learning schools. **Professional Development** – district teachers have a two-year relationship established with Fossil Beds experts in the curriculum integration of Fossil Beds resources. Teachers have participated in professional development activities in preparation for the interactive nature of this project.	process. Teachers are currently integrating Fossil Beds resources into curriculum, and students are responding positively, but until we are using video conferencing as a partner in instruction, the effects of the project will not be measurable.	

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				by the local junior college. Additionally, a group of participating teachers attended a two-day Fossil Beds workshop to learn about Fossil Beds resources. The teachers and scientists from the Fossil Beds have established an ongoing collaboration to share Fossil Beds resources. (Costs for these workshops were paid through partnership grants.)			
Coeur d'Alene School District	#271	*First in Math*	First in Math is a mathematics project for all first grade classrooms within the Coeur d'Alene School District. Five themes were outlined within the project. These themes were student achievement, professional development, technology integration, parent involvement and assessment. Student achievement has been addressed through learning centers with technology including hardware, software and hand-held devices. In addition to the learning centers, each of the 38 first grade classrooms (42 teachers) are given the opportunity to be involved with a cross-curricular project in the New Century Classroom at UI Coeur d'Alene. Professional development includes a coaching model for all teachers, two in-service training days, and online support and communication. Technology integration within this project has provided for an increased access to technology, content-rich software, hand-held technologies and Web activities. To encourage parent involvement, this project has organized a First in Math Night for all first grade classrooms. On this night, parents and students will receive packets of activities to go home. Web activities have also been an integral part of the home-school connection. Assessment for this project was	Forty-two teachers have been trained on the importance of properly integrating technology into a first grade classroom. Teachers learned how to apply brain-based learning theory to design developmentally appropriate uses of technology. This training also included the methods involved in effective, beneficial uses of software for students at the first grade level. The teachers were also trained to use hand-held technologies effectively within the classroom environment. In	Because the project is still ongoing, final results have not been tabulated. **Pillar 1. Modern computers and learning devices will be accessible to every student.** Every student has the opportunity to work with the new computer, which was purchased for every classroom. The students have access to the computer, including two pieces of software purchased for this project. They also have access to a coin-u-lator, a hand held technology. **Pillar 2. Classrooms will be connected to one another and to the outside world.** A Web resource has been developed for all teachers to access for materials and activities, which are useful for the first grade math curriculum. This resource connects 38 classrooms to each other, to support staff, and to global information on the World Wide Web. **Pillar 3. Educational software will be an integral part of the curriculum.** Students routinely use software programs	All teachers will complete a survey following their classroom visit to the New Century Classroom. This survey assesses the effective use of technology with the students including classroom and computer management. It also assesses the instructional strategies of using computers with a whole group, with partners, and individually.	$48,518.71

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
			designed by the evaluation team and will be analyzed by this team to make needed modifications.	addition to in-service training, the teachers have all committed to receiving two modeling sessions with a staff development specialist from the University of Idaho Coeur d'Alene. The first modeling session includes a visit to the classroom from a staff development specialist. At this time, the teacher has the opportunity to participate with the staff development as she models proper software and hand-held devices introduction strategies, as well as, strategies for working with a partner using a computer. The second opportunity for the teachers to view a staff development specialist modeling effective use of technology occurs on a class visit to the New Century Classroom, UI Coeur d'Alene. This four-hour visit includes many technology integration strategies, and offers the teacher a chance to view her	and hand-held coin-u-lators throughout the First in Math project. The use of the Web is another integral part of the curriculum. **Pillar 4. Teachers will be ready to use and teach with technology.** All 42 teachers in the project attended two full day workshops to learn strategies for integrating technology into the curriculum. Two full time project facilitators provide one on one contact with all teachers at least monthly during the project, as well as, maintain weekly communication via email with all project participants.		

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				student's interactions with another instructor. According to the surveys gathered from the teachers, this opportunity was extremely valuable.			
Post Falls School District	#273	*Digital Story Telling*	This project brings some of the latest and most powerful emerging technologies into Post Falls Middle School. Just a short time ago, digital storytelling was reserved exclusively for movie and television creators. With the evolution of recent technologies, digital storytelling is now an exciting and affordable reality for schools. Workshops and onsite support from specialists will qualify teachers with technical skills and project-based learning strategies where digital storytelling is an ideal tool. These learning opportunities will move beyond the school walls, as community members will be invited to engage in activities in after school sessions at the digital storytelling center.	The Digital Story Telling Project at the Post Falls Middle School is currently in its third month and is expected to proceed to the end of the year. Initially, the endeavor started with two teachers working with their students to produce digital stories on the environment. This beginning step was a success; and as it turned out, a necessity because time was needed to work out the bugs. The second phase of the plan is to branch out to the entire sixth grade staff, as well as, a select few Alternative High School staff members. The first meeting with the other staff members is schedule for November 29. After this meeting, we will have a better idea on how many other teachers will be involved and what curricular areas they tend to address.	It is difficult, at this stage of the project, to determine the long-term effects and curriculum impact. The process of developing the activities and modules for this project has afforded the teachers the opportunity to look at the curriculum from a new vantage point. Students are becoming more inclined to create learning opportunities, as well as, enhance the depth of knowledge through the development of a digital story.	The initial phase of the project focused on the curricular area of science, and more specifically the environment. At the onset of the video production project, students were asked to write a narrative discussing their level of concern for the environment. This narrative was utilized as both a pre-assessment of content, as well as a basis to begin generating a focus for activities. Additionally, each student participated in a hands on technology assessment. The data collected from this assessment was utilized to develop the technology instructional component. At this time we have not completed the project, but intend to have each student take a post technology assessment. The final project in conjunction with the presentation and student discussion of their project will act as the post curriculum assessment. We are now witnessing students who are choosing to utilize techniques, organizational tools, and technologies that were	$48,518.17

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
						presented in the initial project for other classroom requirements. This is indicative of the level of transfer of skills.	
Kamiah Joint School District	#304	*Multimedia Cross Curriculum Instructional Delivery*	Kamiah, a disadvantaged rural school district, will integrate locally developed nonlinear multimedia curriculum into K-12 classes to improve the quality and effectiveness of instruction. The faculty/student-produced product will be an optical-stored, web-style collection of key lectures and events. Outcomes include student\teacher multimedia competency, innovative instruction techniques, and enriched learning environments. Evaluation will be based on students' acquired knowledge and proficiency at practical applications such as organizing and problem solving, plus teachers' proficiency at using technology in lesson planning and instructional deliveries. For education to keep up with the changing world, technology must be integrated into all teaching practices, K-12.	The Multimedia Cross Curriculum Instructional Delivery Project is currently on going. All major components have been purchased, installed and are being utilized with in the classroom. Currently the grant directly affects approximately 350 students with classrooms from Elementary, Middle and High School being represented. As of November 1, 2000 equipment records show a total usage of 337 hours of instructional delivery with the equipment in 5 sites since the onset of school Aug. 25, 2000. Participating staff members have each received 80 hours of instruction on equipment usage, software training, project design, integration techniques, effective utilization and methods to engage students with multimedia. Furthermore, these staff members have begun sharing	The use of all the tools available from this project has drastically improved the learning atmosphere of the classrooms. Through incorporation of student/staff generated multimedia projects, Smartboard lectures, World Wide Web presentations, and electronic texts, students are able to visually comprehend more information in a given period of time. Each student, due to the ability to rapidly revisit past ideas and graphics, compiles complete notes and has questions effectively answered. Digital video from text publishers and web sources fill in knowledge gaps dealing with intangible processes. Students have appreciated the completeness of offered information during class time and so have a better outlook on time in the classroom. Some have become proficient at presenting topics and the use of available technology tools, allowing them to become the instructor in limited content areas. Most involved students agree that class time is better spent with these tools in use. Additionally by utilizing staff that have received training by this project as trainers, more total staff members are utilizing multimedia presentations, computer based instruction and student computer developed projects than before. Instructors have even had parents stay to observe a lesson using the Multimedia equipment. **Hardware:** Modern computers and learning devices have been purchased and installed. The equipment is accessible to every student in the participating classrooms. **Connectivity:** Participating classrooms are connected to one another, share data and ideas with each other and exchange information with the outside world via	After 8 weeks of classroom video enhanced technology instruction, most instructors are finding evidence of improved student learning and performance. Even though it may difficult to absolutely draw a positive correlation between student performance and video enhanced technology instruction, there are indicators that support the educational benefits of implementing technology. Aspects of this project have flowed over into many areas of teaching. In mathematics video instruction is used to introduce geometric compass constructions to my geometry classes. The video presentation allowed students to see the construction on a large screen (Smart Board) as the instructor stood to the side and narrate the step-by-step process. Also, it was beneficial for some students to have the option of replaying the video presentation while the instructor was occupied helping other students. By presenting geometric compass constructions in a video format, students seem to master this hands-on visual geometric technique in a more efficient manner than	$100,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				techniques and information with fellow instructors. Currently the project can be evaluated only directly onsite. Only a limited amount of information has been placed on CD at this time but more is expected as student projects start to draw to a conclusion at the end of the fall semester.	the world wide web and e-mail. **Software:** Educational software and materials created by this project are an integral part of the curriculum and as engaging as the best video game. Additionally software is utilized to help maintain a positive learning environment. **Professional Development:** Teachers participating in this project are ready to use and teach with technology. Furthermore, these instructors actively encourage the professional development of non-participating instructors, which increases their ability to use and teach with technology.	seeing the presentation on a standard white board. In driver education, the actual driving routes were videotaped, which the students would be driving during the driver ed. course. This allows the students to preview the driving situations they might encounter before they actually drive the route. With only approximately 6 hours of behind the wheel experience available it is important to make the in-car experience as efficient as possible. Video previews of the routes allows for maximum learning during the limited behind the wheel time available. The instructor found that students drive well when they have encountered traffic situations in the classroom on the video before they attempt real world driving in the car. In science video presentation of proper technique of microscope care and use has affected the level of understanding and use of this valuable science tool. After learning the proper part names, care instructions, and use of the microscope, via digital video, beginning biology students have taken an enhanced approach to the using of these important lab tools. As well the class grade average of the advanced biology class has improved over the previous year. Interactive class	

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
						activities aid in these students understanding of intangible concepts on a daily basis. In an elementary classroom the instructor reports, self-editing in writing is usually not introduced until after Christmas Break, but students are already participating in simple editing of text since it can easily be saved and opened for use at a later date, as well as easily seen by all students. I have at least two students who are ready to attempt independent self-editing of their own written work at this time Students have been highly engaged in the writing process demonstrated on the Smartboard. A higher number of students are actively participating in class guided/model writing.	
Minidoka County Joint School District	#331	*Writing Improvement and Assessment*	Minidoka County School District targeted a district-wide writing, Language Arts, and student assessment project in grades 3rd through 6th for the Goals 2000 sub-grant. The project supports goals and objectives outlined in the District's Technology Plan and School Strategic Improvement Plan. The project integrates the technology based software programs of *Inspiration* and *Perfect Copy* with the district's current Language Arts Curriculum. In addition, the grant enabled the District to purchase Computerized *Measures of Academic Progress* (MAP) to monitor academic growth. The project also provided needed software, hardware, and assessment tools.	At this time, 43 computers have been purchased and installed in classrooms throughout the district ($57,964.00). Copies of the software programs *Inspirations* and *Perfect Copy* have also been installed on all of the computers and labs in our schools ($14,502.30). The software program, *Computerized Measures of Academic Progress*	Since we are in the early stages of administering this grant, the impact of the project is difficult to determine. Certainly, the availability of the software in the classroom and labs and the necessary hardware to run the programs is meeting the needs of teachers and students.	Since we are in the early stages of administering this grant, the impact of the project is difficult to determine. Certainly, the availability of the software in the classroom and labs and the necessary hardware to run the programs is meeting the needs of teachers and students.	$99,512

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				has been purchased ($ 21,825.00). The remaining money is targeted for infrastructure items and will be spent by December 2000. Training for all staff employees has been scheduled for the software programs *Inspirations and MAP*. Teachers are presently using these programs in their classrooms and will gain more experience using the programs following the training. Several schools participating in the grant have incorporated the use of the software programs into their curriculums. We are anxious to monitor the progress in classrooms.			
Culdesac Jt. School District	#342	*Paperless Classroom*	The Paperless Classroom project is designed improve both student learning and quality of instruction through the use of technology. The Fourth and Sixth Grade classrooms have been equipped with a computer workstation for each student. The students in these two grades are using computers as their primary classroom tool. They are using their workstations to write, do research, retrieve and accomplish assignments, take tests, create art work, discover world cultures, correspond with others, team with other students to create group projects. Granted, all paper is not being replaced in their curricular activities but the goal is to do as much class work as possible electronically. Students utilizing	This project is ongoing in nature. The students are in a workstation-based environment. Students use computers every day for typing of assignments, taking tests intra-net or online, or producing self-paced research projects with *PowerPoint*, *HyperStudio* or	Paperless Classroom has allowed teachers to supplement the curriculum and make it more interesting for the students. It is exciting to see the projects that students create. Students are also excited to learn when they use computer applications for their presentations, or as a supplement to the curriculum. Other teachers and community members have seen some of the presentations are very impressed. The teachers have had many compliments from parents who are impressed with how much their students are learning this year. We have also had students enroll in the district through	Formal evaluation for the project has not yet occurred. We are in the initial stages of development. Network /systems components are functioning properly and many of the networking bugs have been resolved. Informal evaluation is an ongoing process and has produced the following results. Students seem to be much more interested in the learning process this	$99,775

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
			computers in this way will make their workstations a "transparent" tool in the process of learning. Learning the use of technology in this way, is directly related to their future well-being and their entry into most future occupations.	*Imovie*. The students are also working on practical presentations on computers and applications use, so that other students or teachers can use them. Teachers have designed the District's web site and are almost ready to install the "splash" page. This site will display student and teacher work, as well as links to administrative offices and any records that may be used online. The installation of equipment is for the most part complete. All workstations are operational. The teacher workstations, SmartBoards, and other peripheral equipment are in daily use. These two (2) classrooms are truly technology intense and the technology is the vehicle for instructional delivery.	open enrollment just to be involved with this technology, under this grant. Listed below are several of the major features of our system that makes Paperless Classroom work: Culdesac Joint School District No. 342 is currently being used by Ednetics as a resource and is exhibited on their web site. This grant has allowed the district to expand its technology resources to the point of becoming a model for rural schools. The most current software packages are being used for the delivery of the curriculum, as well as peripheral devices and other multi-media forms of instruction. School District No. 342 has a "state of the arts" network system, which includes, a gigaspeed backbone with fast ethernet to the desktop, and the appropriate switching for the network. A network server for just the project, as well as 3 other network servers, and all of the necessary wiring to make these connections function properly. The entire network is connected to the "outside world" by 2 T-1 lines with our own filtering system and firewall to protect our network. The staff for the project have been involved in training for the integration of technology, creation of web sites, making presentation, and movie production. They have also taken the lead, because of their training, in implementing computer intensive programs such as *Accelerated Reader* and *Accelerated Math*.	year. They are allowed to do research on topics that interest them after their required work is completed. Students are asking to stay in recess so they can work on research projects, which they present, to the class on the Smart Board. They spend their own time working on *Imovies*, *PowerPoint*, *HyperStudio* presentations which are later presented in their classes. Our students have increased their technology/computer knowledge as well as peripheral/software application use. They have also increased their keyboarding skills. Students have begum to except a personal level of responsibility for their learning and have demonstrated a willingness to push their skill beyond grade level. Teacher attitudes have also changed. They set higher standards for their students and the students respond accordingly. As of yet we cannot quantitatively measure most impacts, but will begin with a comparison of the Iowa test scores from last year. Due to the fact that this is the first year of the implementation.	
Bruneau-Grand View Jt. School District	#365	*Project Math*	Student math performance in the Bruneau-Grand View Jt. School District is not at an acceptable level. The district's ITBS math test scores are well below the State and National averages in nearly all grade levels. Direct Math Assessment scores are also well below state averages. This project integrates the curriculum-based	All math teachers and students (grades three through twelve) utilize Accelerated Math and STAR Math since the district's	The district has instituted the programs Accelerated Math and STAR Math to supplement the math curriculum. These programs provide for objective tracking which provides the ability to report by objective so parents, teachers, and community members know what	The district currently is conducting a longitudinal study that involves collecting data from various data sources to study changes or continuity in academic	$50,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
			monitoring systems Accelerated Math and STAR Math, with the current curriculum. These programs are designed to help individual students with varying needs and skills experience mastery of math objectives. This project provided for software and licenses, equipment, staff training and project evaluation.	January adoption. At its inception, there were two computers and one scanner dedicated towards these programs and because most of the classrooms in the district contain over twenty students, there was inadequate access to computers and scanners to effectively use Accelerated Math as it is intended. This on-going project has the goal of providing needed computers and scanners to bring each math classroom to a level of three computers and three scanners in grades 3 through 12. In addition, the district will also install one additional computer and one scanner in each of the 1st and 2nd grade classrooms district-wide, and one computer and two scanners for our entire special needs resource rooms. This is to ensure that teachers and students have enough technology available to keep the integration running smoothly and effectively.	objective students are expected to accomplish and which ones have been accomplished. These programs also support the district work towards attaining the President's four pillars of educational technology: **Hardware:** Scanners and computers are being purchased to ensure that the teachers and students have enough technology available to keep the curriculum integration running smoothly and effectively. **Software:** Additional math libraries are ordered to ensure that all students can learn math objectives appropriate for their respective learning levels. **Connectivity:** The local area network provides ready access to all students and staff linking these programs to a centralized database. This permits the use of all computers in the district instead of a select few. Another facet of this project is the flexibility that when a student moves from district to district that a disk can be provided to the new school which gives teachers a jump start on meeting the individual needs of the transferring student. **Professional Development:** Staff development for this project is provided by Advantage Learning Systems on an on-going basis.	achievement associated with innovative instructional practices utilizing technology. Data for this relationship study is being collected by various methods, including standardized test scores (ITBS; TAP; Direct Writing; and Direct Math), questionnaires, interviews, or observational techniques. The district is a rural district with generally smaller class sizes so an initial problem in this study was how to lend statistical power to the results despite the existence of a generally small number of students within each grade grouping. Accordingly, fully repeated measures ANOVAs will be as a statistical measure to analyze this data. The data collection will incorporate the use of a panel design by selecting distinct students at the outset of the study and then at each subsequent data-collection point surveying the same individuals as they progress through the grades. Because the same individuals are measured at each data-collection point, it is anticipated that the panel design will be sensitive to smaller changes. This will permit the identification of what group of students is changing and in what way, by tracing events and characteristics that might have contributed to the	

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				As with hardware, this project continues the district's effort to purchase additional math libraries for Accelerated Math. When Accelerated Math was originally initiated, each elementary received math libraries for grades 3 though 6. The high school likewise received math libraries for grades 4, 5, 6, 7, pre-algebra, algebra I, algebra II. Project Math focused on providing additional math libraries for Rimrock Jr. Sr. High School for grades 1-3 providing 7th grade and special needs students testing below grade level, the opportunity to learn math objectives appropriate for their learning level. Likewise, the 7th grade library will be provided for the Bruneau and Grand View elementary schools to upgrade their libraries to a level where enrichment activities and lessons are available to those students progressing at a faster rate while also providing		change. Baseline information has been accumulated and analyzed for this study. While looking at the scores and their individual components, it is possible to look at each grade level separately and saying something about the central tendency, variability, and distributional shape of the scores and conclude that other factors in the data collection years (1995-2000) were instrumental in overall school improvement. This research study is confronted with situations which several variables may influence a particular achievement or change in behavior. Such factors as the district's on-going curriculum alignment efforts, parental involvement efforts, and professional development activities still have a positive impact on improving test results. Stated more forcefully, one needs to be on guard for the inclination to wrongfully impute "cause" into the pilot/implementation year's findings. It will take another year to use data-gathering strategies that assess the possibility that one factor, namely technology infusion into instructional strategies, actually has a determining influence on standardized measures.	

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				grades 1 and 2 with appropriate libraries. To ensure the continuing success of this project, professional development is provided by Advantage Learning and was offered to all teachers in the fall of 2000. Additional training is on going and will be offered on an individual basis as needed. As of the date of this report, all computers, scanners and software are ordered with mid-November delivery dates. Professional development was provided by Advantage Learning and offered to all teachers in September 2000.		Our interest is to refine data-gathering efforts to identify instructional practices and technology uses that affect the amount of gain made by students, and extending the data to determine whether different types of strategies are effective. A review of exiting research and theory is helpful in identifying factors for this study. For example, as the district focuses on the mathematics, there is an interest to differentiate between low-level mathematics achievement (Knowledge and skills) and high-level mathematics achievement (understanding and application), in an effort to determine whether this new technology-based instructional strategies are effective for each of these types of mathematics learning. As stated in the basic research design, we correctly anticipated fragmented and incomplete data on our first year of this project. The benchmarks detailed in the grant application focused on the installation of the software and hardware for the Accelerated Math and STAR Math that is currently underway. Even though, Project Math is a continuation of another project that began in January 2000 the first year failed to provide consistent and reliable data because	

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
						we used the majority of the year getting the bugs out of the software. Hardware and compatibility issues, such as was discovered at the Bruneau Elementary server, further hampered the consistency of the collected data. It would be an intellectual leap to attempt to take this data to validate the success or failure of this program. Currently, data is being actively collected with the anticipation that next year's data will be more comprehensive and more predictive for program evaluation and improvement. With the inception of the Accelerated Math program, mastery and student-centered learning is facilitated. Teacher survey results and interviews are all quite positive and consistent with classroom observations when visiting. Even though the Accelerated Math program has experienced numerous bugs and can run slowly, students appeared to be motivated and mastering objectives. The addition of additional math libraries funded by this grant will increase access to workstations and lend data validity and consistency district wide. As was cited in the original grant, the district is to collect and analyze data from ITBS, and Direct Math assessments. Since 1995, the district has	

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
						shown general improvement in all areas. It is the consensus to continue what has been effective in the past but to also support the new and extended programs math (Accelerated Math) that prove to significantly contribute to learning success. In order to determine the value of these instructional approaches, comprehensive data from the 2001 school year is needed to provide a basis for program improvement.	
Homedale School District	#370	*HITECH Laptop Computer Project*	The Homedale School District seeks funding to provide its certified personnel with training and support for effective technology integration within the curriculum. Funding for the project would purchase 40 laptop computers and provide technology training (utilizing "Train the Trainer" participants) for certified district educators. Educators would be provided with 24-hour, seven-days-a-week access to laptops. The training would focus on achieving State Department of Education (SDE) technology competencies and on technology/curriculum integration within classrooms. The project supports the State Department of Education mandate requiring minimum technology competencies for ninety percent (90%) of certified personnel and is designed to offer advanced training to more fully integrate technology within the curriculum.	Eight teachers in grades 3 & 4 received laptop computers in August of 1999 for training, classroom-related management and instructional delivery. Initial professional development for technology integration into grades 3 & 4 classrooms began in August 1999. However, due to delays in manufacturing, the 30 Apple notebooks were not available for student access until January 2000. The delay in acquiring the student laptops created a problem with technology training. The technology	The project is directly focused on using technology to enhance or provide delivery of our district curriculum. This positively impacts students' abilities to receive and understand instruction and learn, teachers' abilities to deliver the curriculum in meaningful ways and manage student data, and administrators' access to and management of student data. The community (parents) are excited with the technology integration their children receive in this building. This grant has helped our district work toward attaining the President's four pillars of educational technology: **Hardware:** Adding 34 student and 8 teacher laptop computers in grades 3 & 4 created a teacher: computer ratio of 1:1 and a student: computer ratio of 4:1 **Software:** The laptops include word processing, spreadsheet, database, presentation, Accelerated Reader, and Computer Curriculum Corporation software; teacher laptops also include student management software **Connectivity:** All laptops include LAN and WAN capabilities; the wireless capabilities enabled the elementary building, which is an older facility, to provide up-to-date technology resources for students and teachers in grades 3 & 4	Our late spring 2000 technology survey indicated that 67% of elementary teachers are using computers for instruction on a weekly basis, 71% of elementary students are using computers to practice and master skills, and 43% of elementary students are using computers to learn about course subject matter. Student computer use significantly increased from fall of 1999 to spring of 2000 as indicated by the following: using a computer to write a letter or story increased by 50%; collaboration increased 34%. Basic student computer knowledge increased in the following areas: know how to change fonts increased 59%; know how to save a file increased by 35%; use the spell check increased by 43%; use of internet to	$99,970

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				curriculum was sequentially developed to be implemented in conjunction with the content curricular units as outlined in weekly curriculum maps. By the time the technology was available, students had already mastered the content curriculum designed to include technology enhancement, so the technology curriculum was out of sync with what was actually being taught. All teachers were able to begin teaching keyboarding skills and some implementation of the curriculum, depending upon teacher mastery of technology. Other issues of concern include the time required to set up classroom labs, lack of teachers' technology skills to set up a classroom lab or to troubleshoot problems, and lack of basic technology skills. Third and fourth grade teachers took a weeklong	**Professional Development:** Grades 3 & 4 teachers are continuing to receive grade and curriculum-related technology-enhanced training as well as technology literacy training—3 classes are currently in progress in addition to the classes provided last year.	acquire knowledge increased by 30%. 91% of grades 3 & 4 students like using a computer and think that using a computer makes school more fun. Student computer usage time significantly increased at school during the week: 23% used a computer for 1 hour compared to 10% in the fall; 39% used a computer for more than 2 hours compared to 4% in the fall; 24% used a computer for more than 4 hours compared to 1% in the fall; and 14% used a computer for over 6 hours compared to 0% in the fall. 85% of all district employees have passed the state technology competency exam. Only 50% of grades 3 & 4 teachers have passed the competency test, but 25% of them passed just last spring, so this project is having a positive effect on technology competencies.	

136

137

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				technology integration class (boot camp) in June 2000, in which they developed classroom lesson plans that integrated technology. The staff development originally scheduled for teachers of grades three and four in the fall of 1999 is currently being implemented. Teaching third and fourth grade students keyboarding skills resumed in the fall of 2000, and monthly professional development classes that focus on technology enhanced curriculum delivery are on-going.			
Payette School District	#371J	*Reading Empowerment and Diagnosis (READ)*	The Payette Primary vision for improvement adopts the research based premise that reading is fundamental to successful learning and that technology is an important tool. We believe that reading failure must be prevented in the early grades. Research underscores the importance of early reading achievement (Snow, Burns, & Griffin, 1998). Our goal is to ensure every student is a fluent reader by third grade. The District has created an Improvement Plan and Technology Plan based on research and has adopted a commitment to early intervention. This project proposes the purchase of needed hardware, software and training to further these goals.	The Payette School District has purchased, installed and networked over 100 new computers in the Payette Primary School. Additionally, reading software has been purchased from the learning company and has been installed on the network. The Learning Company is providing training in how to best utilize the software to all staff in April	The READ Project has provided the opportunity for all students to have access to up-to-date technology in sufficient numbers as to provide real learning opportunities for all. Additionally, communication between members of the faculty both in-building and between buildings has been increased. • All hardware in the building has been up-graded to AMD 6/Pentium II or better with multimedia capabilities. The student to computer ratio has been reduced to 3.2:1. • New reading software from The Learning Company has been purchased and installed. • All computers are networked and are Internet accessible.	It is too early to measure all the effects of the project but to date we have registered and increased circulation in the library. Students are spending free time working on the new reading software as well as teacher directed computer assignments. The diagnostic elements of both the Accelerated Reader Program and the new software from The Learning Company are helping to pinpoint the reading needs of our students. We also have been able to hold a Family	$95,965

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				of 2001	- Training in the utilization of all facets of The Learning Company reading software will be provided.	Reading Night where families read books together and students were able to access the reading software.	
American Falls	**#381**	*Early Intervention for Literacy: Waterford Early Reading Program*	Funding for Early Intervention for Literacy: Waterford Early Reading Program was received in May 2000. The project coordinator is Tammy Herbat, who is assisted by Sharon Mauch for technical problems. The project allows students who are performing significantly below or above grade level to use the Waterford Integrated Reading Program daily for individualized literacy skills instruction.	The Waterford Integrated Reading Program computers and software were ordered in July and installed in August. Teaching staff and classroom assistants were trained in September to use the program with students. Student sessioris began on September 18 for 100 students working in groups of 10 in the mini-lab for a half-hour lesson. Further training was scheduled for November and January in use of reports and data and integrating the program into classroom instruction.	The project has impacted students, teachers, and the curriculum: **Hardware:** we have added 10 Waterford computers, 2 HP printers, and a number of accessories to our inventory of technology items **Software:** the Integrated Reading Program fills a void in our instructional software assortment. The program is able to design individualized instruction for students who require additional help or acceleration. **Connectivity:** no impact **Professional development:** staff members have received valuable professional development in the areas of technology, use of data, and individualizing instruction.	Student reports* since September measuring student reading progress indicate 6 months growth in reading for students in the Waterford program. This compares to a school average of 4 months growth. (*S.T.A.R. test with Accelerated Reader program, given each trimester)	$100,000
Avery/Calder /Clarkia School District	**#394**	*Project Internet Expansion (PIE)*	The Avery, Kootenai, and St. Maries School Districts, with similar needs in educational resources, have formed a consortium to address improvement in instruction and student achievement using Internet resources. During Project Internet Expansion (PIE), teachers will leave workshops armed with Internet projects immediately applicable in the classroom. PIE participants will gain strategies for teaching skills to students for effective and efficient use of Internet resources, awarding students with Internet Driver's Licenses. In addition to facilitating workshops, PIE staff development specialists will locate, evaluate, and consolidate curriculum Internet sites into one web site for effective classroom use.	The workshops have been divided into 6 modules. Each module is 2 hours in length. Module 1 is an overview of Lightspan, a web resource subscription. Module 2 shows teachers how to build a classroom web page using 3 different sources (Lightspan,	This project is having a profound impact on teachers and students. Teachers are now beginning to use the technology resources in their everyday classroom. The Internet is now reaching the students. The training opportunities, equipment, and resources purchased from this grant are making an enormous impact on the teachers and students in these three rural school districts. Progress on web site development will continue to make the communication and Intenet resources more available to community members. **4 Pillars** **Hardware** - Easily transportable laptop	The effects of the project have not yet been measured. Effects will be measured and reported near the end of the grant timeline.	$150,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				Homestead, and FrontPage). Module 3 assists teachers in writing an online lesson using the Internet. Module 4 uses a web based resource, TrackStar, to organize the lesson plan into a classroom Internet lesson. Module 5 is a discussion of the Internet and the uses of the Internet in the classroom setting. Module 6 is the Internet Driver's License for students. There are 105 participants from the 3 school districts. The number of participants who have completed each module are: Module 1 - 95 Module 2 - 95 Module 3 - 65 Module 4 - 65 Module 5 - 95 Module 6 - 0	computers and a projector made the training sessions effective hands-on sessions. **Professional Development** - Specific training in a predetermined browser (Explorer 5.0) made the training meaningful to participants. **Connectivity** - Connectivity to the Internet at the training center allowed participants the opportunity to explore and evaluate the vastness of the educational resources located on the Internet. Graduate classes, workshops and mentoring from staff development specialists from the University of Idaho Coeur d'Alene enabled teachers the opportunity to gain new technology skills to use with their students in the classroom.		
Cascade Public Schools	#422	*Communication for the 21st Century*	The area of need identified at Cascade High School is the creation and implementation of a graphic art and multimedia-authoring unit. In the development of these components, students will have the opportunity to become effective communicators using computer technology and graphic art as their tools. Technology and graphic art training would be appointed early in the students education at Cascade High School. Our objective is to integrate technologies as transparent tools into all curricular areas allowing students to transfer graphic and technology skills for communicating and articulating ideas essential for careers in the 21st century.	The "Communication for the 21st Century" project is an ongoing interdisciplinary endeavor. All seventh graders are now introduced to the basics of Adobe PhotoShop in keyboarding. A graphic arts unit is now required of all eighth grade art students. Seventh and eighth grade	As outlined above, this grant has had a tremendous impact on our curriculum, students and staff. The staff is now encouraged to present multimedia presentations of technology implementation in their classrooms at our weekly faculty meetings. Students are now expected to complete reports in a variety of formats. As an example, the senior government class produced presidential election commercials. Students edited the movies on the new iBooks using digital cameras and camcorders and Apple's iMovie2, a non-linear video editing software. The	This project is in its beginning stages in regards to measurable student gains. Our laptop computers have only been available to the students for three weeks. The web design students were pre-tested the first day of class in their knowledge of web page structure and design. Seventh graders were pre-tested for basic PhotoShop skills. Students will be post tested at the semester break	$100,000

Appendix B: Goals 2000 Sub-grant Awardee Interim Report Summaries, FY 1999

District Name	Number	Project Title	Description	Status	Impact	Effects	Budget Award
				Exploring Technology students are introduced to web editing software for project presentation. A web design class was approved by the Division of Professional-Technical Education and is now being offered to high school students. Technical Writing students are writing marketing surveys for the Manufacturing class' e-commerce site. Wireless Apple iBook laptops are used for the web design class and will soon be used by the eighth grade Graphic Arts' students when the required software arrives. Two new multimedia workstations and a secure web server for credit card processing have recently been received. Web design students are learning to tag HTML by hand as we are awaiting the Macromedia suite of web authoring software for the iBooks to arrive. Computer hardware is all stored in the technology lab.	community will soon be able to order student products using a secure web server for charge card processing from the manufacturing class. This communications project has had a major effect on our school in a short time. This grant has helped our district work towards attaining the President's four pillars of educational technology by: • upgrading our computer hardware to keep pace with technological advancements. • allowing our students to work with industry standard software. • providing for wireless connectivity to our local area network and the Internet. • providing our graphic and web design instructors with professional development classes.	in January 2001 and again at the end of the school year in June. We have noticed the "halo" effect on the web design students. The students are very excited about accessing new, fast, wireless laptops. Students are working harder and longer on their HTML assignments. Other students now want to take the web design class. The eighth grade art students are looking forward to the arrival of the Macromedia web authoring suite so they can practice their new graphic design skills. Positive student attitudes can be attributed to access to new laptops.	

Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle WA 98174-1099, (206) 220-7880; FAX (206) 220-7887.